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ABSTRACT

This report details the progress and activities during fiscal year 1976 of five projects designed by the Maryland State Board for Community Colleges to further improve the quality of postsecondary occupational education in Maryland community colleges. Project I was designed to improve articulation of occupational programs at the secondary and postsecondary levels. Project II aimed at developing a management information system for occupational programs. Project III involved implementation of a system for the evaluation of occupational programs. Projects IV and V were merged with the intent of improving the quality of orientation, advisement, counseling, career development, and placement of occupational students. This report presents summaries of each project and recommendations for future activities. Based upon the success of the first two years of project funding, the State Department of Education has increased the funding level to $100,000 for 1977. A large percentage of these funds are anticipated to flow directly to the community colleges as they seek to implement project objectives. Appended are additional project materials. (JDS)

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THE IMPROVEMENT OF OCCUPATIONAL EDUCATION IN MARYLAND

A PROGRESS REPORT

JULY 1, 1975 - JUNE 30, 1976

DIRECTED BY: MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

FUNDING GRANTED BY: DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
MARYLAND STATE DEPARTMENT OF EDUCATION

PROJECTS' DIRECTOR: DR. EMORY HARRISON, JR.

PROJECTS' COORDINATOR: MRS. MAXINE J. POPE

ANNAPOLIS, MARYLAND 21404

JUNE 30, 1976

JC 760 448

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July 1, 1976

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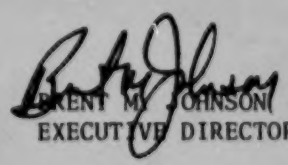
PREFACE

In May 1974, the staff of the State Board for Community Colleges structured a series of five projects designed to further improve the quality of postsecondary occupational education in Maryland. During fiscal year 1975, the State Board received $25,000 in Part B, Federal funds. A progress report was published in June 1975 summarizing the results achieved during FY 1975 and outlining future activities.

This report details the progress and activities which occurred in FY 1976 as a result of the second $25,000 grant. Based upon success of the first two years of funding, the Division of Vocational-Technical Education of the Maryland State Department of Education has increased the level of funding to $100,000 for FY 1977. It is anticipated that a large percentage of these funds will flow directly to the community colleges as they continue to work effectively toward implementing the objectives of these projects.

As an outgrowth of the interest both the State Board for Community Colleges and the State Department of Education have in postsecondary occupational education, the two agencies have approved a resolution establishing a joint coordinating committee for occupational programs (see facing page). This committee meets regularly to resolve issues outlined in the resolution.

The State Board for Community Colleges commends each community college for its willingness to work in a cooperative manner to improve occupational education in Maryland and is appreciative of the strong working relationship which has developed between the State Board for Community Colleges and the Division of Vocational-Technical Education.



BRENT M. JOHNSON
EXECUTIVE DIRECTOR

RESOLUTION

ESTABLISHMENT OF JOINT COORDINATING COMMITTEE
FOR OCCUPATIONAL EDUCATION PROGRAMS
MARYLAND STATE BOARD OF EDUCATION -
MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

WHEREAS, The Maryland State Board for Community Colleges and the Maryland State Board of Education, in order to improve, expand, and coordinate their individual and joint efforts in the development, achievement, and support of high-quality occupational programs and services in postsecondary education for the citizens of Maryland; and

WHEREAS, A joint commitment of these two agencies to regular and systematic cooperation and coordination will assure the achievement of certain key objectives; now, therefore, be it

RESOLVED That the State Board for Community Colleges and the Maryland State Board of Education will link efforts to achieve the following objectives:

1. Coordinate staff efforts through active dialogue and information sharing concerning curriculum, facilities, personnel development, fiscal matters, and appropriate technical assistance in the occupational area;

2. Coordinate appropriate interrelated informational components within information systems;

3. Systematic sharing of relevant communication pertaining to specific occupational projects undertaken by community colleges;

4. Jointly develop, publish, and disseminate informational program materials and brochures highlighting occupational programs in Maryland's community colleges;

5. Establish a joint coordinating committee for occupational education to foster interagency planning on annual and long-range master planning.

Approved:
State Board of Education - April 28, 1976
State Board for Community Colleges - May 13, 1976

PROJECT I. IMPROVING ARTICULATION OF OCCUPATIONAL PROGRAMS AT THE SECONDARY AND POSTSECONDARY LEVELS - A Progress Report - July 1, 1975-June 30, 1976

HISTORICAL PERSPECTIVE

The Maryland community colleges over the past five years have virtually separated from the local public school systems. This phenomena, in some cases stimulated by expansive community college growth, is evidenced by the fact that all community colleges have governing boards separate from the local school systems. As community colleges have become identified with "higher education," they have correspondingly lost the coordination they formerly had with the local public schools. Formal separation permits the development without mutual planning between the local public schools and the colleges. Thus, students graduating from high school may lose the opportunity of entering a closely articulated high school-community college occupational program. Also, duplication of courses, duplication of content, and loss of time in completing the programs ultimately result in inefficient use of the total resources of the State.

Efforts to tailor specific curricula program offerings to the individual needs of entering students serve both as the stimulus for and the largest stumbling block to articulation between the various levels of occupational education. Although development of programs of individualized instruction requires accurate, up-to-date information about comparability of offerings and transferability, the trend toward self-evaluated studies and other personally-tailored programs makes the task of program articulation an extremely difficult endeavor.

PROGRESS FISCAL YEAR 1976

In FY 1975 the State Board for Community Colleges received a proposal from the three Baltimore County community colleges (Catonsville, Dundalk, and Essex) to hold a workshop designed to formulate a proposal for an integrated curriculum between the colleges and high schools in data processing education. The report emanating from this workshop is contained as Appendix A and was accepted and will be implemented by Catonsville and Dundalk Community Colleges. Implementation of this policy will enable students enrolled in the Data Processing curriculum at either Eastern or Western Vocational Centers in Baltimore County to gain a maximum of eleven credits upon enrollment in the Data Processing program at Catonsville or Dundalk Community Colleges.

Although no project funds were used, Howard Community College developed a fully articulated program in Secretarial Science with the Howard County Vocational Technical Center. The Howard Community College report is contained as Appendix B. As in the case of Catonsville and Dundalk, Howard will grant college credit on successful completion of Vocational-Technical Center courses.

Significant progress was also made in Washington County between Hagerstown Junior College and the County Board of Education. The articulation agreement is contained as Appendix C and could be utilized by other institutions as a model for similar agreements.

Within the framework of this project, a grant was made to the Baltimore County community colleges to conduct a feasibility study for a postsecondary vocational-technical center for the Baltimore County community colleges. An abstract of this report is contained in Appendix D of this report.

FUTURE ACTIVITIES

During the next fiscal year the State Board for Community Colleges intends to implement a series of pilot programs, the focus of which will be the development of articulated occupational programs in secondary and postsecondary levels of education in Maryland. These programs will be developed at four levels:

- Public community college and public State college;
- Proprietary school and public community college;
- Private college and public community college;
- Secondary school and public community college.

The State Board for Community Colleges intends to provide funds to the coordinating-governing agencies representing each sector to develop articulated programs in conjunction with the community colleges within their service area. The expansion of these efforts will further the effectiveness of each segment and assist the individual student by reducing duplication of effort.

BRENT M. JOHNSON
EXECUTIVE DIRECTOR

PROJECT II. DEVELOPING A MANAGEMENT INFORMATION SYSTEM FOR OCCUPATIONAL PROGRAMS - A Progress Report - July 1, 1975-June 30, 1976

HISTORICAL PERSPECTIVE

In order to effectively evaluate and recommend future directions in occupational programs, the decision maker must have access to timely and accurate data. An investigation into the current state of the art in Maryland reveals a fragmented and uncoordinated flow of data between and among community colleges and various State agencies. The Division of Vocational-Technical Education requires various information from the community colleges to meet Federal funding requirements. In far too many instances the college response to the Division of Vocational-Technical Education data requests is "data not available." This same problem has existed for the State Board for Community Colleges since its inception in 1968. Article 77A, Section 8-d(d) of the *Annotated Code of Maryland* charges the State Board for Community Colleges with the responsibility "to establish and maintain a system of information and accounting of community college activities."

During FY 1975, the need for manpower code crosswalks was established and the preliminary crosswalks were developed. These crosswalks relate HEGIS code numbers with U. S. Office of Education (USOE) code numbers as well as Dictionary of Occupational Titles (DOT) code numbers. These crosswalks are currently on tape in the State Board computer system. During 1976 these crosswalks were further refined by the Maryland Department of State Planning.

The State Board for Community Colleges defines a management information system as an efficient procedure for collecting, storing, integrating, and retrieving data that is needed for systemwide as well as local planning, decision making, and evaluation. Chart 1 outlines the elements of a management information system.

DATA COLLECTION POLICY

One of the primary problems with data collection is that unreasonable, lengthy and detailed reports are often required which are seldom used for planning, decision making, or evaluation. A recent survey showed that colleges typically spend about six person weeks completing about seventeen different required reports from Federal and State agencies. The length of the reports leads to slowness in submitting the required forms, and their complexity leads to considerable possibility for human error. In an attempt to respond to this problem, the State Board for Community Colleges approved the following data collection policy:

1.3.1 The State Board for Community Colleges will coordinate with the Maryland Council for Higher Education and other data collection agencies in an attempt to consolidate and reduce the amount of data to be collected.

1.3.2 The State Board for Community Colleges will clearly state the purpose of each State Board form. The purpose will be

Chart 1

ELEMENTS OF A MANAGEMENT INFORMATION SYSTEM

NEEDS

What are the:

- Student educational needs?
  - * Career
  - * Personal
- Manpower needs?
  - * SMSA and Statewide
  - * Human (supply)
  - * Industrial (demand)
- Community/societal needs?

RESOURCES, PARTICIPANTS, & PROCESSES

What are the characteristics of:

- Students?
  - * Sex
  - * Race
  - * Program
  - * Full-time or part-time
  - * County of residence
  - * State of residence
  - * Age
  - * Veteran status
- Faculty and Staff?
  - * Sex
  - * Race
  - * Full-time or part-time
  - * Tenure status
  - * Length of service in rank
  - * Salary
  - * Program area
- Programs?
  - * Enrollment
  - * Completions
- Finances?
  - * Expendtures by function
  - * Discipline costs
- Instructional Processes?
- Organizational Climate?
  - * Students
  - * Employees

OUTCOMES

What is the:

- Impact on students?
  - * Employment
  - * Salary
  - * Transfer
  - * Personal growth
- Impact on college employees?
  - * Satisfaction
  - * Personal growth
- Impact on society?
  - * Quality of life
  - * Economic benefits

stated in a way that reflects the basic problem or issue being addressed.

1.3.3 The State Board for Community Colleges will furnish a brief summary of the aggregate data within six months of the deadline for the collection from the colleges.

1.3.4 In all but emergency cases new forms or changes in existing State Board forms will not be introduced without giving the colleges one year to prepare their systems.

CONTINUING EDUCATION FILE

Enrollment in Continuing Education courses has increased rapidly as more adults return to the campus. Many of these courses are career oriented, such as key-punching, air conditioning, and real estate. Records about enrollment in Continuing Education courses have been kept manually and no uniform coding system has been used to categorize courses. A system was developed in 1976 for a Continuing Education course and enrollment file to be kept on the State Board for Community Colleges computer. The file will show the enrollment in each Continuing Education course at each Maryland community college. Course information will be entered from the terminal in the State Board office using existing staff. The file will be constructed so that reports can be generated easily describing numbers of students enrolled, equated full-time equivalent enrollment, course titles, course length, and HEGIS category.

ACADEMIC PROGRAM INVENTORY

There has been no commonly accepted list of titles and code numbers for academic programs in the Maryland community college system. Such a listing is vital for sound program planning, career guidance, and consistent reporting of enrollment, completions, and follow-up information. An accurate inventory of programs provides the backbone for the Management Information System. Various types of information about enrollments, completions, and post-college activities are submitted on separate forms. If students enrolled in a given program are not consistently reported using the same program code numbers for enrollment and completion, the differences cannot be reconciled.

In response to this problem, a master inventory of all programs and options based on information in college catalogs has been developed. The program inventory shows the following for each program and option:

- College title for the program and option;
- HEGIS code number with suffix;
- USOE code number;
- Associate in Arts and/or Certificate status.

FUTURE ACTIVITIES

During 1976-1977 the list of questions on Chart 1 will be further developed using information from the *Statewide Master Plan for Community Colleges in Maryland.*

Simultaneously, a comprehensive list of the information and analyses currently available will be completed. From the resulting list of questions and information currently available, a list of Management Information System deficiencies will be developed. Priorities will be established for items having the greatest need.

During the coming year, information from the 1972 Student Follow-Up Study will be coded with USOE program codes. This will facilitate the use of the data by the Division of Vocational-Technical Education.

JAMES D. TSCHECHTELIN
PROJECT DIRECTOR

PROJECT III. IMPLEMENTATION OF A SYSTEM FOR THE EVALUATION OF OCCUPATIONAL PROGRAMS IN MARYLAND'S COMMUNITY COLLEGES - A Progress Report - July 1, 1975-June 30, 1976

HISTORICAL PERSPECTIVE

In 1972, the Assistant State Superintendent of the Division of Vocational-Technical Education and the Executive Director of the State Board for Community Colleges jointly formed a committee charged with the responsibility of developing a mechanism for evaluating occupational programs in the Maryland community colleges. In September 1974 the State Board approved *A System for the Evaluation of Career Programs in the Community Colleges of Maryland* developed by the committee as one mechanism for evaluating career programs in Maryland community colleges.

The evaluation system is based on two primary levels of data. The State Board for Community Colleges will monitor Level I data which is quantitative in nature and routinely filed with the State Board. If Level I data suggest that a more in-depth analysis should be undertaken, the State Board will request that the institution conduct a Level II study of the particular program(s). The college president will report any action taken in response to a Level II analysis and the rationale for such action to the State Board.

Concurrently with the development of the Evaluation Manual, the State Board and the Division of Vocational-Technical Education developed a *Program Proposal Manual* for all new community college programs. This manual provides a common format for new program submission and identifies elements and information needed by State agencies in the evluation and review of program proposals.

PROGRESS FISCAL YEAR 1976

Any unified efforts to improve occupational education focus on the individual community colleges. To this end, the State Board for community Colleges has contracted with various community colleges to conduct specific action-oriented research on critical issues related to Statewide models.

In FY 1976, Garrett Community College evaluated two academic programs utilizing the manual for the evaluation of career programs. The evaluation statements and a summary of recommendations relating to the Secretarial Science and Human Services programs at Garrett Community College are contained as Appendix E.

In FY 1976, the State Board funded a pilot application of the system for the evaluation of career programs in Maryland community colleges at Harford Community College. The results of this application, conducted by Harford Community College, are contained as Appendix F. As a result of this study, the Maryland Community College Program Development Council will analyze the Career Program Evaluation Manual and suggest improvements which can be made to increase its effectiveness and usefulness to the community colleges.

Montgomery Community College also has been utilizing the Career Program Evaluation Manual with considerable success in the evaluation of the Medical Assistant program at the Takoma Park Campus. This program evaluation is contained as Appendix G.

PROGRAM DATA MONITORING SYSTEM

The Level I data system described in the Career Program Evaluation Manual is currently under development by the State Board for Community Colleges. This data system, titled the Program Data Monitoring System (PDMS) is designed to concisely assemble all known data about each individual community college program on one computer printout page to enable the State Board for Community Colleges and each community college to evaluate the quantitative aspects of each community college program.

During FY 1976, the basic computer programs in the PDMS were completed and the first printouts were obtained from the System. Chart 2 shows the data files which make up the master PDMS file and the analytical reports which are being derived from the master file.

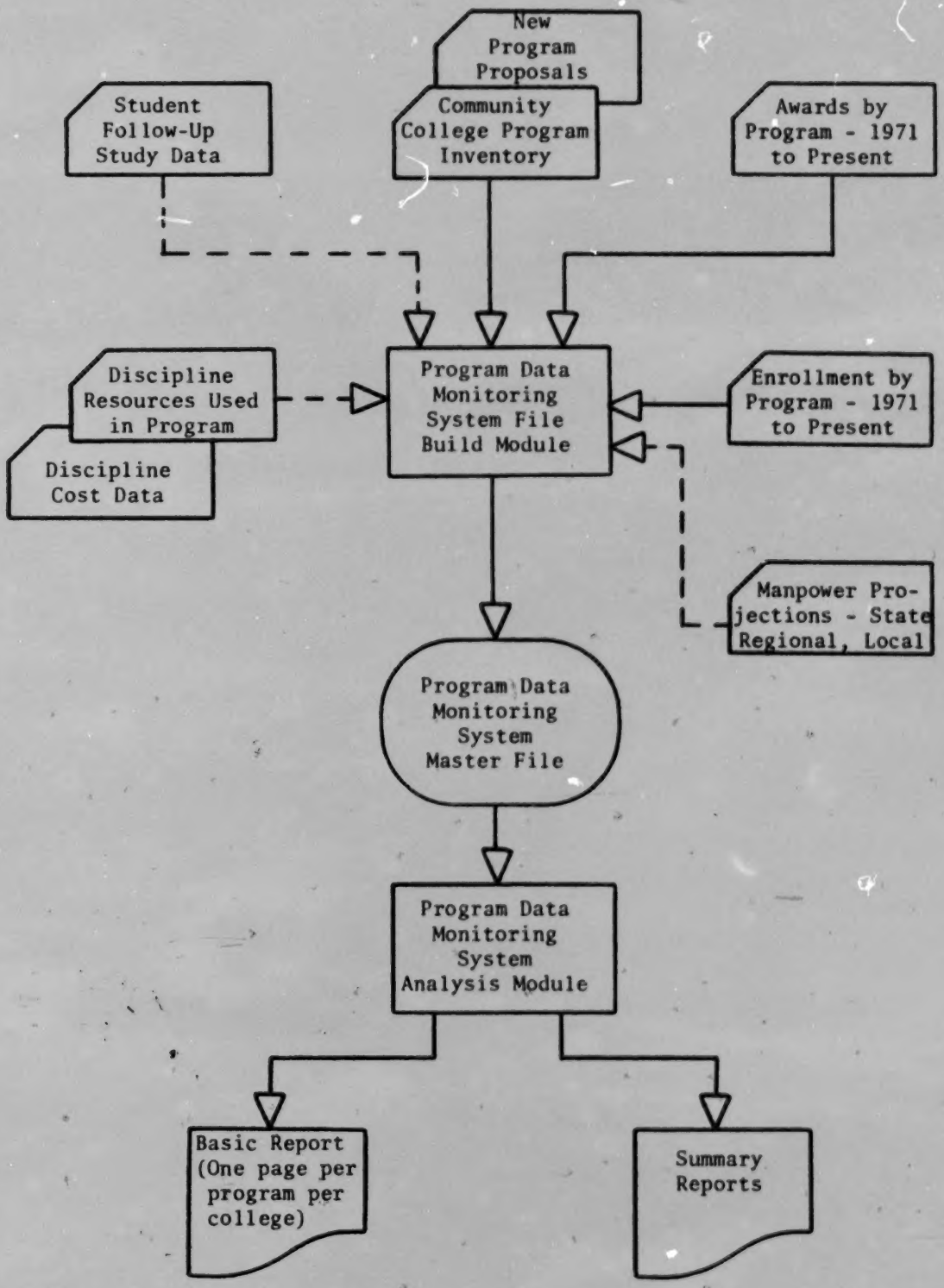
The most important file in the System is the Community College Program Inventory. This is a computerized list of the programs offered by each college which contains the college description for the program and the HEGIS category to which the program is assigned. To make the System more useful for planning and evaluation, all new approved programs are added to the inventory. The new program proposal format provides additional information, such as enrollment and degree projections and projected costs. All of this information is added to the master PDMS file. Enrollment data are available by program from 1971 to present; the System adds only the most recent five years of data to the master file, keeping track of the data by full-time and part-time status. Similarly, degree and certificate data by program are available since 1971 and again, the most recent five years of data are added to the file.

At the current state of development of the System, three files have been used to build the master file. Provisions have been made to add information from the Student Follow-Up Study, manpower projections, and discipline cost data. There are currently four computer programs in the file build module of the PDM System. It is anticipated that four additional programs will be required to add the remaining three data files.

The State Board Program Data Monitoring System master file is the basic source from which all analytical reports on community college program data are derived. The primary report contains on one page all the basic information from one program at one college. The data displayed include actual and projected enrollments and degrees awarded in the program for the last five years and the previous year's enrollment and degrees awarded in similar programs at other community colleges.

Summary reports are nearing completion which will provide such information as a listing of programs by college or by HEGIS code number, or five-year trends

Chart 2
PROGRAM DATA MONITORING SYSTEM


New Program Proposals
Student Follow-Up Study Data
Community College Program Inventory
Awards by Program - 1971 to Present
Discipline Resources Used in Program
Discipline Cost Data
Program Data Monitoring System File Build Module
Enrollment by Program - 1971 to Present
Manpower Projections - State Regional, Local
Program Data Monitoring System Master File
Program Data Monitoring System Analysis Module
Basic Report (One page per program per college)
Summary Reports

in enrollments and degrees awarded. There are currently seven computer programs in this module. This number will be expanded as additional analysis is required.

FUTURE ACTIVITIES

During the next year the State Board for Community Colleges will continue to develop and implement its Program Data Monitoring System. It is expected that this system will be operational at the end of the next fiscal year to allow for quantitative assessment of occupational programs by the State Board for Community Colleges and the individual institutions. The State Board also plans to urge qualitative program evaluations within individual colleges and to provide seed money to stimulate such efforts.

EMORY HARRISON, JR.
STEPHEN D. MILLMAN
PROJECT DIRECTORS

PROJECT IV. INVESTIGATION OF THE FEASIBILITY AND LIMITED DEVELOPMENT OF A STATEWIDE SYSTEM OF CAREER INFORMATION FOR STUDENTS IN MARYLAND'S COMMUNITY COLLEGES - A Progress Report - July 1, 1975-June 30, 1976

Because of the total institution-wide commitment necessary to promote student career development, this project has been merged into the wider focus of Project V. The effort continues to explore the effectiveness of computer-based career information products. While the State Board staff has investigated the applicability of a number of such devices, no Federal funds were expended or encumbered on this project during the fiscal year described. It has become apparent that a considerable expenditure of fiscal and human resources will be necessary in order to establish and maintain an effective computer-based sophisticated, updated system.

PROJECT V. IMPROVING THE QUALITY OF ORIENTATION, ADVISEMENT, COUNSELING, CAREER DEVELOPMENT, AND PLACEMENT OF OCCUPATIONAL STUDENTS IN MARYLAND'S COMMUNITY COLLEGES - A Progress Report - July 1, 1975-June 30, 1976

HISTORICAL PERSPECTIVE

In characterizing recent development of Maryland's public two-year colleges, one should note three significant trends. The facts are as follows: (1) virtually all new programs introduced for existing colleges and campuses from 1970 to the present have been occupational in nature; (2) the percentage of occupational students on campus has increased substantially in each year; and (3) the typical student, increasingly, is attending on less than a full-time basis. These rather radical shifts in the demography of the community college student body clearly call for a new model of student support systems in response to different student needs and interests. Traditional student services roles, inherited largely from the baccalaureate liberal arts tradition, find less applicability to the life situation and dynamics of the "new student."

Furthermore, evidence from the Student Follow-Up Study of Maryland community colleges and other studies indicate that those entering a community college commonly have not made firm occupational choices; and, in point of fact, specifically choose the community college setting as a locus for career exploration. This is equally true of transfer and occupationally classified students and is in line with observations being noted nationally in community colleges.

In such a situation, community colleges must develop and operationalize an institutional-wide commitment to the students' personal, educational, and career development. Whether the student seeks a single course offering, a certificate, or degree, he or she has the right to expect an environment in which he or she can be assisted in the decision-making process by the timely provision of professional counseling and advisement as well as diagnostic assessment tools and informational resources.

Assistance required by students in their career development crosses traditional organizational divisions among the various student affairs specialties, faculty and other institutional personnel. Information garnered from the classroom experience must be integrated with knowledge of the world of work. At the same time, counselors and related personnel must be available and have the resources available to assist students in using self-knowledge of personal experiences, interests, and abilities in the solution of the equation between personal characteristics of the particular occupations.

Accomplishment of this important institutional task requires systematic attention to staff development, the elucidation of a concrete model for student development in the comprehensive community college, and continuing study of resources to aid in the process of student exploration.

PROGRESS FISCAL YEAR 1976

The State Board for Community Colleges staff continues to work closely with community college personnel primarily sharing information about approaches which can be used to facilitate this project. In FY 1976, planning sessions were held with the chief administrators of student personnel in our system to designate priority areas and to create appropriate vehicles for future program development.

During FY 1976, as a part of this project, a conference was sponsored in part by the State Board for Community Colleges for the newly formed Maryland Community College Reading Association. A brief summary of this conference is contained as Appendix H.

FUTURE ACTIVITIES

The State Board for Community Colleges has scheduled the following activities for the upcoming year to complement the planning proposals of FY 1976:

- A conference has been scheduled for October 3-5, 1976 to continue efforts to increase services for an increasingly diverse student body. The October meeting will focus on the twin issues of student retention and career development/student placement. The conference will be co-sponsored with the American College Testing Program. Nationally known experts in the respective areas have been invited to address the conference participants. Participants from Maryland community colleges will include occupational deans, deans of students, academic deans, counselors, and other student development specialists.

- A meeting of administrators of student personnel in Garrett County, Maryland will be held to discuss and plan implementation of and creation of activities to facilitate this project.

- A grant for the coordination of drive-in workshops is being offered to specific community colleges for coordination of these activities which shall occur in the Spring of 1977.

- The State Board staff specialist in the area of student support services will meet with representatives of the other segments of post-secondary education to discuss articulation in the support services area in relation to occupational education.

- A manual will be created which will provide information for career students dealing with financial aid, admissions, and career opportunities.

- Greater contact will be established between the Division of Vocational-Technical Education administrators of student personnel by inviting these individuals to monthly meetings.

- A seminar will be held for occupational and student personnel deans to highlight Federal funding sources and methods of obtaining Federal funding for occupational program areas.

R. M. MALCOLM
PROJECT DIRECTOR

FINANCIAL DATA

Actual Balance carried forward June 30, 1975			$ 3,608.59
Fiscal Year 1976 Grant			$25,000.00
Balance July 1, 1975			$28,608.59
Expenditures			
Technical and Special Fees	$19,293.80		
Communications	82.04		
Travel	602.79		
Contractual Services	7,138.70		
Supplies and Materials	71.61		
Equipment	315.47		
Grants, Subsidies, and Contributions	307.25		
		$27,811.66	
Balance June 30, 1976			$ 796.93

Maryland State Board for Community Colleges

State Treasury Building
Annapolis, Maryland 21404
301—267-5597

TO: Community College Presidents

FROM: Brent M. Johnson, Executive Director

RE: Grants to Community Colleges for the Improvement of Occupational Education in Maryland

DATE: July 7, 1976

In May 1974, the staff of the State Board for Community Colleges outlined a series of five projects designed to further improve the quality of occupational education in Maryland. Beginning in FY 1975, the Division of Vocational-Technical Education of the State Department of Education funded these five projects with a grant of $25,000. This level of funding for the same five projects continued through FY 1976.

The Maryland State Plan for the Administration of the Vocational-Technical Educational Programs, under the Vocational Education Amendments of 1968 as revised for FY 1977, increased the level of funding for this series of projects to $100,000. The projects remain the same with one exception, the addition of a major project area specifically designed to develop a model by which a cost benefit analysis of Maryland's community colleges can be conducted. Two previously separate projects have been combined so that the total number of projects remains at five.

On the basis of specific proposals to be submitted by the colleges for various projects, a large percentage of these funds will be granted directly to Maryland's community colleges. The colleges can then utilize these funds as "seed" money to undertake projects which they would not be able to fund with normal operating funds.

Attached are the specific proposals within which a series of problems will be addressed. These proposals are listed in priority order. Additionally, those projects to be specifically conducted by individual community colleges and those to be addressed by the State Board for Community Colleges are also listed in priority order.

Each college is requested to submit proposals for projects in those areas of interest. The proposals should include the following:

1) Statement or definition of the problem;

2) Brief explanation of the methodology;

3) Brief discussion of the expected outcome;

4) Name and position of person to be conducting the project;

5) Itemized budget.

As a general rule, grants to community colleges will be between $2,000 and $5,000. If, however, a project is adjudged to be of sufficient scope as to warrant additional funds, this office will provide additional funding if possible.

Further, the attached listing of projects is provided as a basis for requests. Requests to fund projects other than these will be received. The deadline for submitting proposals is August 31, 1976. If a proposal is accepted, a contractual services agreement between the college and the State Board for Community Colleges must be signed and approved prior to funding.

If any further assistance or information is desired, please contact Emory Harrison of the State Board staff who will be responsible for the administration of all proposals and grants.

Attachment

PROPOSALS TO BE UNDERTAKEN IN RESPONSE
TO THE MARYLAND STATE PLAN FOR THE ADMINISTRATION
OF THE VOCATIONAL-TECHNICAL EDUCATION PROGRAMS
UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968
AND THE
STATEWIDE MASTER PLAN FOR COMMUNITY COLLEGES IN MARYLAND FY 1977-1986

The State Board for Community Colleges, with financial support from the Division of Vocational-Technical Education, during the next fiscal year plans to continue the five projects originally funded in FY 1974 (see report entitled "The Improvement of Occupational Education in Maryland," dated June 30, 1975). Specifically, during FY 1977 the following activities, in priority order, will be undertaken:

Project I - IMPROVING THE ARTICULATION OF OCCUPATIONAL PROGRAMS AT THE SECONDARY AND POSTSECONDARY LEVELS

- Develop a model two-plus-two articulated program between a community college and a State college;
- Develop articulated programs between proprietary schools and community colleges;
- Develop articulated programs between private schools and public community colleges;
- Develop articulated programs between secondary schools and community colleges;

Project II - DEVELOPING A MANAGEMENT INFORMATION SYSTEM FOR OCCUPATIONAL PROGRAMS

- Conduct the third annual Statewide follow-up study of all first-time entering 1972 community college students.

Project III - IMPLEMENTATION OF A SYSTEM FOR THE EVALUATION OF OCCUPATIONAL PROGRAMS IN MARYLAND'S COMMUNITY COLLEGES

- Continue the development of a quantitative Program Data Monitoring System for all community college programs which will include:
  a. program cost data,
  b. manpower data,
  c. other specific program data (see model in Report)
- Continue implementation of Career Program Evaluation Model by individual community colleges, utilizing Levels I and II data, to qualitatively assess occupational programs;

Project IV - IMPROVING THE QUALITY OF ORIENTATION, ADVISEMENT COUNSELING, CAREER DEVELOPMENT, AND PLACEMENT OF OCCUPATIONAL STUDENTS IN MARYLAND'S COMMUNITY COLLEGES

- Conduct a series of workshops to assist in providing the most effective and efficient orientation, advisement, counseling, career development, and placement services for community college students;

- Complete a feasibility study of implementing a Statewide Career Information System for community college students and secondary school students.

Project V - DEVELOPMENT OF MODEL FOR A COST BENEFIT STUDY OF MARYLAND'S COMMUNITY COLLEGES (PHASE I)

- Develop a cost-benefit analysis model to be used by Maryland's community colleges by which quantitative economic impacts and qualitative societal impacts can be subsequently measured.

Projects, in priority order, to be conducted by the State Board for Community Colleges.

- Conduct the third annual Statewide follow-up study of all first-time entering 1972 community college students;

- Continue the development of a quantitative Program Data Monitoring System for all community college programs which will include:

  a. program cost data,
  b. manpower data,
  c. other specific program data (see model in Report);

- Complete a feasibility study of implementing a Statewide Career Information System for community college students and secondary school students.

- Develop a cost-benefit analysis model to be used by Maryland's community colleges by which quantitative economic impacts and qualitative societal impacts can be subsequently measured.

Projects, in priority order, to be conducted by the colleges or other agencies.

- Develop a model two-plus-two articulated program between a community college and a State college;

- Develop articulated programs between proprietary schools and community colleges;

- Develop articulated programs between private schools and public community colleges;

- Develop articulated programs between secondary schools and community colleges;

- Continue implementation of Career Program Evaluation Model by individual community colleges, utilizing Levels I and II data, to qualitatively assess occupational programs;

- Conduct a series of workshops to assist in providing the most effective and efficient orientation, advisement, counseling, career development, and placement services for community college students.

APPENDIX A

ARTICULATION OF COMMUNITY COLLEGE DATA PROCESSING CURRICULUM WITH HIGH SCHOOLS IN BALTIMORE COUNTY

ARTICULATION OF COMMUNITY COLLEGE DATA PROCESSING CURRICULUM

WITH HIGH SCHOOLS IN BALTIMORE COUNTY

A workshop was held in August 1975 to study the problem of the articulation of the Data Processing curriculum at the Baltimore County community colleges with the Baltimore County vocational-technical schools.

The following report was submitted by the participants.

INTRODUCTION

In this day of ever-increasing costs of education, ways must be found to cut expenses at every level. One method of reducing costs is to prevent or reduce duplication of programs and courses. For instance, students completing curricula in vocational-technical high schools often repeat the same courses in college. To try to eliminate this needless repetition and to address the problem of articulation between vocational-technical schools and community colleges, this workshop was convened for the week of August 11 through August 15, 1975.

The State Board for Community Colleges (SBCC) and the Department of Vocational-Technical Education (DVTE) have been aware of the problems faced by students going from the vocational-technical schools to the community colleges. To date little has been done to integrate curricula from one level to the next. The SBCC and the DVTE decided to concentrate on the data processing area. Representatives from three vocational-technical schools, Dundalk, Eastern, and Western, and two community colleges, Catonsville and Essex, were assembled for a week-long workshop to develop a proposal for an integrated curriculum.

There are several reasons for looking at the data processing area. First, both the vocational-technical schools and the colleges offer close-knit, intensive

curricula in this field. Second, because of the similarity of discipline, it was felt an articulation agreement which could serve as a model for other disciplines could more easily be constructed.

In the data processing area, the SBCC and the DVTE both note that high school data processing students often repeat introductory courses on the college level. All colleges have a credit by examination policy by which the student may challenge up to one half of the college courses for credit. However, many students do not do this because they do not want to take a written test.

By having an integrated program, a vocational-technical student would be aware that he or she could bypass the college course by doing a good job on the high school level. This would provide incentives for the student to go on and complete the degree requirements on the college level, to strive for excellence on the vocational-technical level, and even to enroll in the vocational-technical program from the junior high school level.

This document is the result of the work of the project committee to ease the transition from high school to college. Not only was the committee able to come up with concrete articulation proposals, but through working together got to know each other and the program at each institution. From this workshop a spirit of cooperation has developed which will make it possible for better communication between the vocational-technical schools and the community colleges.

PROJECT OBJECTIVES

On the first day of meetings the representatives of the Catonsville Community College, Essex Community College, Dundalk Vocational-Technical Center, Eastern Vocational-Technical High School, and Western Vocational-Technical Center agreed upon four major objectives for the project.

1. Examine each institution's course objectives and learning sequences in the following areas:

A. Introduction

B. COBOL Programming

C. RPG Programming

D. Computer Room Operations (Only available at Essex Community College)

2. Compare the course objectives and learning experience.

3. Recommend changes, if necessary, to obtain uniformity in course objectives and learning experiences.

As the meetings progressed it was clear that an articulation agreement would be formulated so the representatives included two additional objectives.

5. Develop implementation procedures at the participating institutions.

6. Develop follow-up procedures to evaluate the effectiveness of the articulation agreement.

PROPOSED ARTICULATION AGREEMENT-DATA PROCESSING VOCATIONAL-TECHNICAL SCHOOLS TO COMMUNITY COLLEGES

The community colleges have agreed to grant college credit to students completing the Data Processing Curriculum at the Baltimore County Vocational-Technical Schools for the following courses: Introduction to Data Processing, COBOL, RPG, and Computer Operations. The following criteria must be met by the students in order to receive the credits:

1. Students completing two years of data processing training at the vocational-technical schools, with an average grade of B or better, will be granted 3 semester hours for Introduction to Data Processing (DAP 101) at Catonsville or Dundalk or Principles of Data Processing (DP 101) at Essex. This credit will be awarded upon receipt of a letter of certification from the data processing department chairman at the student's vocational-technical school. This must be done within three years of the student's graduation from high school.

2. Students completing two years of data processing training at the vocational-technical schools, with an average grade of B or better in COBOL I and COBOL II, will be granted 4 semester hours credit for COBOL Programming I (DAP 121) at Catonsville or Dundalk or 3 semester hours credit for COBOL Programming I (DP 105) at Essex. This credit will be awarded upon receipt of a letter of certification from the data processing department chairman at the student's vocational-technical school. This must be done within three years of the student's graduation from high school.

3. Students completing two years of data processing training at the vocational-technical schools, with an average of B or better in RPG and Advanced RPG, will be granted 4 semester hours credit for RPG Programming (DAP 111) at Catonsville or Dundalk or 3 semester hours credit for RPG Programming (DP 103) at Essex. This credit will be awarded upon receipt of a letter of certification from the data processing department chairman at the student's vocational-technical school. This must be done within three years of the student's graduation from high school.

4. Students completing two years of data processing training at the vocational-technical school, with an average grade of B or better, will be granted 1 semester hour of credit for Computer Room Operations (DP 102) at Essex. This credit will be awarded upon receipt of a letter of certification from the data processing department chairman at the student's vocational-technical school. This must be done within three years of the student's graduation from high school.

CREDIT PER ARTICULATION AGREEMENT VOCATIONAL-TECHNICAL SCHOOLS TO COMMUNITY COLLEGES PROPOSED IMPLEMENTATION PROCEDURE

I. Implementation Procedure at the Community College

A. To implement the articulation agreements at the community colleges, the following procedure is proposed:

1. The colleges will set up admissions office and records office procedures to handle students that are certified for credit from vocational-technical schools.

2. The colleges will set up special advisement procedures for the newly enrolled vocational-technical graduates certified for credit.

3. Program coordinators at the colleges will maintain files for follow-up of students receiving certification for credit from vocational-technical schools.

B. Suggested procedure for community college admission of student with letters of certification.

1. When applying for admission to one of the Baltimore County Community Colleges the student will present the letter of certification along with the application for admission.

2. The records office at the college will grant a grade of S for the course(s) certified. The grade(s) will be recorded on the student's record with the notation "Credit Per Articulation Agreement," and the letter of certification retained in the student's file.

3. The college records office will forward a copy of the student's record with the course credit awarded to the Division Chairman and/or Program Coordinator.

4. The student will register for the next data processing course in the curriculum sequence.

II. Implementation Procedure at the Vocational-Technical Schools

A. To implement the articulation agreements at the vocational-technical schools, the following procedure is proposed:

1. The vocational-technical schools will communicate the details of agreement to the Coordinator of Business Education, principals, teaching faculty, guidance personnel, work-study coordinators, and students.

2. The vocational-technical schools will develop methods of publicizing the agreements in order to encourage students to take advantage of this opportunity.

3. The vocational-technical schools will develop a procedure for certifying students.

B. Suggested procedure for certifying students at the vocational-technical schools.

1. The student will apply to the chairman of the data processing department specifying which college he or she will be attending and for which course or courses he or she wishes credit.

2. The department chairman will determine those courses for which the student can receive credit. The department chairman will do this by reviewing the student's transcripts and consulting with the student's teacher.

3. The department chairman will write a letter certifying the student for credit in the course or courses for which he or she is eligible. The original of this letter will be given to the student, a copy will be mailed to the data processing program coordinator at the college which the student will be attending.

FOLLOW-UP PROCEDURE

This is the first formal articulation agreement between the Catonsville, Essex, and Dundalk Community Colleges and the Data Processing Department of the Vocational-Technical Schools in Baltimore County. Procedures for follow-up between the faculties are recommended. These procedures will provide for continued objective evaluation of the articulation agreement, develop a greater understanding of each institution's progress, and allow for a more precise evaluation of student accomplishment.

Procedure for follow-up:

1. Program coordinators at the colleges will maintain records of the percentage of students certified for credit who actually enroll.

2. For the first three years, progress of students receiving credit will be closely monitored.

3. Progress of each student at the end of each semester will be provided to faculty at both institutions.

4. Progress of data processing students from vocational-technical schools who have not received credit under the articulation agreement will be monitored for comparison purposes.

5. At the end of three years the articulation agreement will be evaluated for:

    A. Student performance in college courses.

    B. Percentage of students who complete the degree or certificate program.

    C. Percentage of students who drop out.

    D. Percentage of change in the number of vocational-technical students enrolled.

    E. Career and/or educational plans of these students.

The Data Processing curriculum articulation agreement, as proposed by the Articulation Workshop, has been approved by Catonsville Community College and Dundalk Community College.

CATONSVILLE COMMUNITY COLLEGE

CATONSVILLE, MARYLAND 21228

OFFICE OF THE PRESIDENT

May 26, 1976

Dr. Brent Johnson
Executive Director
State Board for Community Colleges
State Treasury Building, Room 307
Annapolis, Maryland 21404

Dear Brent:

I am happy to inform you that the Catonsville College Senate approved the articulation agreement between Catonsville Community College and Western Vocational-Technical High School, Eastern Vocational-Technical High School, and Dundalk Vocational-Technical High School, on the Data Processing courses as proposed by the Articulation Workshop held in August, 1975.

We will notify the three high school principals that their students can obtain credit at Catonsville Community College for the following courses: Introduction to Data Processing, Cobol Programming I, and RPG Programming, if they meet the criteria established in the workshop report. Students may be able to obtain credit for 1, 2 or 3 of the courses depending on the work they have done at the high school. This credit applies only to students who enroll in the Data Processing Technology curriculum.

If you have any questions, please call Joseph Scarlett.

Sincerely,

B. A. Barringer
President

BAB/mar

Dundalk Community College

7200 Sollers Point Road Baltimore, Maryland 21222

March 16, 1976

Dr. Brent M. Johnson
Executive Director
Maryland State Board for Community Colleges
State Treasury Building
Annapolis, Maryland 21404

Dear Dr. Johnson:

Reference your memorandum dated November 20, 1975 concerning "Proposed Articulation Agreement - Data Processing Vocational-Technical Schools to Community Colleges."

Dundalk Community College is in support of the agreement predicated upon its acceptance by Catonsville Community College. Dundalk Community College has only one data processing course. All other data processing courses taught at Dundalk are under the auspices of Catonsville Community College and credits for these courses are awarded by Catonsville Community College.

Sincerely,

John E. Ravekes
President

JER/rr

cc: Dr. Barringer, Catonsville
Dr. Wanty, Essex

ESSEX COMMUNITY COLLEGE

Office of the President

June 3, 1976

RECEIVED

JUN 7 1976

STATE BOARD FOR COMMUNITY COLLEGES

Dr. Brent Johnson, Executive Director
Maryland State Board for Community Colleges
Third Floor, State Treasury Building
Annapolis, Maryland 21401

Dear Dr. Brent Johnson:

The faculty of the Division of Business and Industrial Management and the College's Academic Council have forwarded to me, with the concurrence of the Dean of the College, the following precis regarding the final report of the Articulation Workshop in Data Processing, Baltimore County Community Colleges and Vocational-Technical Schools, August, 1975.

It is the consensus of the faculty that the proposal to grant college credit for high school data processing courses be rejected. In the alternative, the following recommendations are made:

1. that students be permitted to waive certain of the college's data processing courses under specified circumstances,
2. that challenge examinations be utilized to grant college credit for the several data processing courses, and
3. that the proposal of the Articulation Committee be reviewed at the end of a three year period, taking into consideration the success of vocational school graduates in passing the challenge examinations.

The Introduction to the report of the Articulation Committee makes three (3) basic points which were discussed. This discussion can be summarized as follows:

1. Students who complete curricula in vocational-technical high schools often repeat the same courses in college.
   The College has no desire to have a student unnecessarily repeat a course previously taken or to take any course which will not be of substantial benefit, therefore, it has been the practice to permit students to waive such courses. This procedure has been formalized and is detailed in the College catalog.
2. Students do not want to take written challenge examinations.
   The College has an existing vehicle to enable students to obtain college credit for prior courses and/or work experience and this is the challenge examination. The student making a satisfactory score on a challenge examination for a specific course receives college credit for that course at Essex.

Baltimore County, Maryland 21237 (301) 682-6000

The fact that some students do not challenge courses because they do not want to take written tests is not a valid reason for granting credit without such an examination.

3. An integrated program between the vocational-technical high schools and the colleges would provide an incentive for students to go on to college.

   It would appear that an adequate incentive for a student to do "...a good job on the high school level" would be that such student would then be able to waive or effectively challenge for credit certain college level courses.

The College does, of course, wish to encourage capable students to go to college and to provide them with as much motivation as possible. We also, however, have an obligation to maintain academic standards and the latter cannot be compromised for the sake of the former. Should it be established over a period of time that students who complete two (2) years of high school level data processing courses with a "B" average can consistently pass the challenge examinations, we would re-evaluate our position.

We have had extensive experience with the waiver-challenge examination system in the College generally and have found it to work efficiently, effectively and expeditiously. Application of this waiver-challenge examination system to the data processing program appears to be the natural and logical approach at this time at Essex Community College.

Sincerely,

Vernon Wanty
President

ms

APPENDIX B

ARTICULATION AGREEMENT

BETWEEN HOWARD COUNTY HIGH SCHOOLS

AND

HOWARD COMMUNITY COLLEGE

SECRETARIAL SCIENCE PROGRAM

C - O - P - Y

howard community college

Columbia, Maryland 21044
1-301-730-8000

June 1, 1976

Mr. Joseph DeSantis, Staff Specialist
Division of Vocational-Technical Education
Maryland State Department of Education
P. O. Box 8717
Baltimore-Washington International Airport
Baltimore, MD 21240

Dear Mr. DeSantis:

In March of this year, Howard Community College initiated an articulation program between the Secretarial Science Department of the College and the business departments of the six Howard County College with representatives from the six Howard County high schools. On April 23, a meeting was held at Howard Community College with representatives from the six high schools:

Wilde Lake High School
Atholton High School
Oakland Mills High School
Howard High School
Glenelg High School
Mt. Hebron High School

At this meeting it was agreed by all present that an articulation program would be of great benefit to the student who has achieved secretarial skills on the high school level and desires to achieve advanced skills in one of the secretarial options at Howard Community College. There was also consensus that students with previous skill training should not have to take substitute coursework but be allowed to obtain college credit for these skills and receive advanced standing in the secretarial options.

An articulation document was drawn for the following subject areas: Beginning Typing, Intermediate Typing, Beginning Shorthand and Intermediate Shorthand. College and high school performance objectives were compared. As there was similarity between the two groups, the formulation of an articulation policy was proposed and adopted by those present.

The high school teachers agreed to fill out student evaluation sheets for each student in the four courses covered in the agreement and keep them on file

at the high school. Any student desiring to enter Howard Community College's secretarial science program will notify the high school and have their forms released to the college for evaluation.

We believe that this program will be ongoing and of great benefit to the students. The policy will be evaluated yearly and revisions made as objectives change.

Enclosed is a copy of the Secretarial Science Articulation Agreement. I will be very happy to supply any additional information you may need.

Sincerely yours,

/s/

(Mrs.) Judith A. Law
Assistant Professor
Secretarial Science Department

Enclosure

cc: Dr. Donato
V. Marinich

HOWARD COMMUNITY COLLEGE
HOWARD COUNTY HIGH SCHOOLS

INSTRUCTIONAL ARTICULATION

Beginning Typing
Intermediate Typing
Beginning Shorthand
Intermediate Shorthand

Prepared by:

Blondelle Hunter--Wilde Lake High School
Ruth Hutchinson--Mt. Hebron High School
Judith Law--Howard Community College
Betty Magagna--Howard High School
Marie Simmons--Oakland Mills High School
Madelyn Springer--Glenelg High School
Virginia Withington--Atholton High School

March 25, 1976

The articulation policy in this document is based on the fact that Howard Community College receives students from the Howard County high schools who have already achieved certain levels of proficiency in secretarial skills. It is also based on the belief that students with previous skill training should not have to take substitute coursework but be allowed to obtain college credit for these skills and receive advanced standing in the secretarial science options.

An articulation meeting was held on April 23 at Howard Community College between the college and a representative from the business departments of the six county high schools. All present identified a need for an articulation agreement between the college and high school programs and this document was drawn up as a result of that meeting.

This document consists of several sections: Beginning Typing, Intermediate Typing, Beginning Shorthand and Intermediate Shorthand. Each subject area has the objectives of both the college and the high school business departments, student evaluation sheet and comparative guide of objectives.

Also included are suggested procedures for implementing the program as well as letters to students who have already enrolled in Howard Community College and to students graduating from business programs in the high schools.

An important part of this document is the communication line between the secretarial department at Howard Community College and the business departments in the high schools. This document should be evaluated yearly and revisions made as objectives change.

PROCEDURES FOR IMPLEMENTATION OF ARTICULATION PROGRAM

1. County high school faculty will file a copy of their behavioral objectives with the Dean of Instruction (included in this report)

2. County high school faculty will provide HCC faculty with names and addresses of graduating seniors enrolled in their typing and shorthand classes.

3. County high school faculty will provide HCC faculty with evaluating sheets of students in the area of typing and shorthand. Sheets will be filled out on every student, but only sent to the college at the request of the student.

4. HCC faculty will evaluate the sheets and any additional information which might be applicable. The evaluation will consist of comparing the evaluation sheet against HCC secretarial objectives.

5. HCC faculty will recommend advanced standing to the Dean of Instruction. This recommendation will include the names of the HCC courses to be credited to the student and background documentation for such a recommendation.

6. Upon the Dean's concurrence, he will contact the respective student via a letter.

INSTRUCTIONS IN THE USE OF STUDENT EVALUATION SHEETS

Through the completion of the student evaluation sheets, the student's level of performance in Typing and Shorthand can be ascertained. The information contained on these sheets will provide a means for Howard Community College to award credit to the individual student completing skill courses at the county high schools.

The following is a key to rating points:

5 points: Outstanding mastery of the subject matter. Follows instructions extremely well, verbal and written. Extremely capable of defining and explaining the individual performance objective. Needs no help in the performance of assigned laboratory assignments.

4 points: Excellent understanding of the subject matter. Follows instructions very well, verbal and written. Very capable of defining and explaining the individual objective. Needs only limited assistance in production work.

3 points: Good understanding of the subject matter. Follows instructions verbally and written, but needs assistance occasionally. Good at defining and explaining the individual objective. Needs occasional assistance and help in the performance of assisgned laboratory assignments.

2 points: Fair understanding of the subject matter. Has some difficulty with instructions, both verbal and written. Has difficulty in defining and explaining the objective. Needs assistance and help in the prformance of assigned laboratory projects.

1 point: Inadequate understanding of the subject matter. Needs continuous assistance and cannot perform assigned production work by himself, does not understand verbal and written instructions. Cannot define the objective adequately.

NOTE: Detailed information regarding this agreement is on file at the office of the State Board for Community Colleges.

APPENDIX C

ARTICULATION AGREEMENT

BETWEEN WASHINGTON COUNTY BOARD OF EDUCATION

AND

HAGERSTOWN JUNIOR COLLEGE

ARTICULATION AGREEMENT BETWEEN WASHINGTON COUNTY BOARD OF EDUCATION AND HAGERSTOWN JUNIOR COLLEGE

Whereas it is the desire of the above named parties to provide expanded educational opportunities to the youth of Washington County, and

Whereas it is the intent of the Washington County Board of Education to release secondary school students for the purpose of extended studies, and

Whereas it is the intent of the Hagerstown Junior College Board of Trustees to provide extended educational opportunities to those students released by the Washington County Board of Education, and

Whereas it is the intent of the above named parties to reduce overlap and duplication of instruction in educational programs of study that are similar in content.

Be it herewith resolved that the following agreement is entered into:

1. Instructional faculty within the two educational systems will meet to determine whether similarities in educational experiences provided to students of the two systems appear to result in an overlapping or duplication of instruction when a student completes a secondary educational program of study and enters a post-secondary program of study. Where overlapping or duplication of instruction appears to be evident, an attempt will be made on the part of both systems to identify methods of advance placement or the granting of credit for past learning experiences. The method of granting advance placement or granting of credit will be specified in individual program letters of agreement which will become a part of this agreement upon approval by the appropriate administrative channels within each separate educational system.

2. The Washington County Board of Education will provide for approved and currently enrolled secondary students a program of early release designed to allow selected students to leave secondary educational facilities for the purpose of pursuing advance study at Hagerstown Junior College in an approved program of study. The early release program will provide for part-time as well as full-time release for those students desiring to participate in the program.

3. Hagerstown Junior College will provide for those secondary students approved for early release a procedure whereby they may enroll in transfer or career programs at the college for the purpose of pursuing advance study.

The following policies shall govern the above agreements between Washington County Board of Education and Hagerstown Junior College:

A. Identification Process for Selecting Students

1. Washington County Board of Education will establish criteria by which students will be selected to participate in the early release program of study. The selection criteria will become a part of this agreement upon approval through appropriate administrative channels

of the Washington County Board of Education.

2. Hagerstown Junior College will establish prerequisites for entrance into program areas if it appears prerequisites are desirable.

   a. Specifics of any prerequisites established will be included within program letters of agreement as they are developed.

   b. An absence of specifications for articulation between programs will not preclude advance placement nor exclude credit by examination for programs of study at Hagerstown Junior College where such specifications have not been formalized with the WCBE. Requests for admission into programs not articulated will be processed individually and given all possible consideration.

3. Advance placement criteria for students who have successfully completed a secondary vocational program of study will be established by HJC to enable students to be placed beyond the entrance level of programs of study where feasible. Minimum levels of proficiency may be determined by certification of the level of proficiency by representatives of the WCBE, or may be determined through credit by examination by HJC. Credit by examination may include either cognitive or psychomotor demonstrations of proficiency, or both.

   a. The manner of certification of level of proficiency will be specified in the program letter of agreement.

   b. Examinations for credit by examination will be developed by HJC.

4. Students who are selected to participate in the early release program will be identified by the WCBE at least one semester preceding the student's enrollment at HJC.

B. Financial Considerations

1. Students who are selected to participate in the early release program will be expected to pay the appropriate tuition and fees that may be assessed by HJC for their programs of study based on the current charges made by the college for all students enrolled.

2. Students who are applying for advance placement or credit by examination will be expected to pay the appropriate tuition and fees that may be assessed by HJC as determined by current policies and regulations that may be in effect at the college.

3. Students who enter HJC under either the early release program or via the advance placement or credit by examination program may apply for student financial aid through the appropriate channels at the college. Financial aid awards will be based on current policies and regulations that may be in effect at the time application is made through the college.

4. Reimbursement of tuition and fees requested by students who may elect to withdraw from this agreement will be based upon existing policies and regulations in effect at HJC at the time of the request for reimbursement.

5. There will be no exchange of funds between the Washington County Board of Education and Hagerstown Junior College for expenses that may be incurred by either party as a result of this agreement.

C. Transportation

All students who participate in a program of study at Hagerstown Junior College under this agreement will be responsible for providing their own transportation to and from classes at the College.

D. Student Dismissals or Withdrawals

1. Secondary students who may be academically or disciplinarily dismissed from HJC, or students who may elect to withdraw from the college prior to completing the academic year will be returned to the WCBE for placement within an existing program in the secondary school system.

2. Students who have completed high school but who enter HJC under this agreement for advance placement will fall under the same rules and regulations established for all students enrolled at HJC for collegiate level education.

E. Identification of Program Areas for Articulation

1. Articulation efforts will be made in all career program areas where there appears to be similarity or overlap in instructional content. Maximum efforts will be made in the areas listed below:

HJC	WCBE
Hospitality	Food Service Management
Data Processing	Data Processing
Accounting & Business	Business Education
Executive Secretarial	Secretarial
Electrical Eng. Technology	Electrical & Electronics
A. D. Nursing	Practical Nursing
General Merchandising	Distributive Education
Mechanical Eng. Technology	Heating & Air Conditioning

2. As new programs are offered at either level of education, articulation efforts will be explored and implemented where feasible.

3. Individual program letters of agreement will be developed between all program areas where articulation can take place. These letters of agreement will become a part of this agreement after they have been approved through the appropriate administrative channels within the WCBE and HJC.

F. Faculty Sharing

Where faculty members at the secondary or post-secondary levels possess exceptional skills or knowledge in their respective program areas, and where presentations at the complimentary level would be beneficial to the respective program, faculty members will be encouraged to share their expertise between the levels of education. All faculty sharing activities will be coordinated through the appropriate administrative channels prior to taking place. A formal request will be made from the

educational level requesting a specific faculty member to share his/her skills or knowledge. The request must include as a minimum the time and place for the presentation, the topic to be covered or the skill to be demonstrated, the number of students to be involved in the class, special equipment or supplies needed during the sharing process, and the individual to be contacted for coordination. Requests should be made far enough in advance to provide for appropriate preparation on the part of the faculty member to be involved.

G. Introduction to Vocations Orientation

The WCBE will cooperate toward developing, dissiminating, and presenting occupational information to students within the public school system concerning the process of choosing a career. Such information will include, as a minimum, an orientation on career programs at the secondary and post-secondary levels and the articulation agreements that have been made between the systems of education.

This agreement will become affective upon approval by the Washington County Board of Education and the Hagerstown Junior College Board of Trustees, and upon signatory of the chairpersons of the respective boards. Upon implementation, this agreement will continue on an annual basis until one of the parties petitions the other party to end the agreement.

Such petition to end this agreement must: (1) be submitted one year in advance of the intent to terminate; (2) must be submitted in writing, signed by the chairperson of the board making the petition, and (3) must be delivered to the chairperson of the second party to the agreement. Delivery of the intent to terminate will constitute formal notification and will serve as grounds for termination one year following the date of delivery.

Chairperson, Washington County
Board of Education

Superintendent of Schools
Washington County School System

Chairperson, Hagerstown Junior College
Board of Trustees

President
Hagerstown Junior College

APPENDIX D

FEASIBILITY STUDY

FOR A POSTSECONDARY VOCATIONAL-TECHNICAL CENTER

FOR BALTIMORE COUNTY COMMUNITY COLLEGES

James S. Smith

Abstract of Final Report

FEASIBILITY STUDY

FOR A POSTSECONDARY VOCATIONAL-TECHNICAL CENTER

FOR BALTIMORE COUNTY COMMUNITY COLLEGES

James S. Smith

Abstract of Final Report

The purpose of this study was to provide support for the feasibility of planning a centralized facility for vocational-technical programs that would enjoy joint contributions of management and resources from Catonsville, Dundalk, and Essex Community Colleges. Direction for the study was provided by the three college administrators responsible for career-occupational education and from the feasibility grant proposal document to the Maryland State Board for Community Colleges. An analysis of the findings is described in this abstract.

A. Centralized Vocational-Technical Facility (idealized by the facility referred to as Arcade).

1. The Arcade facility (located at 1220 East Joppa Road) is presently available. The preparatory renovation for prospective tenants has probably been completed (November 1975) and so the colleges could view a more developed situation than was seen by this consultant in July 1975.
2. The colleges would not face the immediate direct expenditures for land acquisition. This report states that land costs in the region selected for study reside in the neighborhood of $80,000 per acre.
3. A long-term lease is available; thereby, insuring continuity of educational facilities to suit the leasee.
4. The Arcade facility is centrally located in the suggested area to be considered which makes it uniformly distant to major population centers

in Baltimore County that lie in the east and west sections.

5. The facility could offer expansion possibilities in the future because of the magnitude of space available. Naturally, this will depend upon a number of conditions, chief among which is the nature and number of tenants.

6. There is adequate parking as part of the Arcade development. Future expansion or additional nearby parking are also possibilities.

7. The facility (Arcade) lies near major highways and the Baltimore Beltway. Student travel from all parts of the county could logically be made without toll charges.

8. There is MTA bus service at the door of the Arcade facility.

In summary, the Arcade lease type facility offers maximum opportunity in the prescribed location without land acquisition expense and without the requirements of a longer term construction project. In this regard, it should be kept in perspective that it is highly unlikely that state construction funds would be available (or eligible) or leasing expenses or renovation of leased facilities. The availability of other non-local funds for this purpose also appears unlikely in this period of educational support. Land and facility costs can be found in the complete report of this study. (A copy is on file at the office of the State Board for Community Colleges.)

B. Decentralized, Program Allocations on the Colleges' Campuses.

1. This procedure of essentially proceeding with the development of programs by the initiating college on its campus might sacrifice innovation for practicality. There exist some "ifs," chief among them the present or future adequacy of the existing college campus facilities to house the new programs.

   Each college could develop its new vocational-career programs in consonance with its other new and existing programs under a single adminis-

tration. This would tend to increase the comprehensiveness of each college and strengthen its overall capability to serve a varied student body.

Lost in this method of operation would be the regional location hypothesis, the major objective of this study. Programs which are expensive, one-of-a-kind in the county would not necessarily be uniformly accessible to all population centers.

2. By a reappraisal of the community colleges' development planning, land space may be available for all new programs if additional facilities are required. If existing land could be used, money can be saved and leasing expenses, necessary in pattern A can be used for construction.
3. There are advantages in this program decentralized pattern by more effective use of existing faculties and laboratory spaces. There would not exist a completely separate faculty as in pattern A. Rather, an effectively integrated faculty, including the highly specialized vocational-technical group, would exist in a common faculty-administration relationship.
4. There would exist a greater variety of career type programs on the college campuses affording even more diverse student populations greater career selection.
5. Each college now enjoys a location near major highways insuring maximum possible accessibility given the decentralized operational pattern.
6. When construction, renovation and planning activities are to be supported this pattern of operation can enjoy both State and local capital funding. Planning and scheduling for these funds remain a factor that may cause delay in program operation. However, in some cases programs may be tentatively operated in "borrowed" or shared facilities, such as neighboring secondary schools.

Summarizing this operational pattern is much the same as summarizing present community college program development procedures with the accompanying advantages and disadvantages. The system can work but will not afford the best possible access by the total county to each of the programs. To multiply the number of identical program locations will decrease overall economy and efficiency of high cost programs through wasteful duplication.

C. Program Centralization on the Dundalk Community College Campus.

1. Dundalk Community College was selected as a possible alternative site for high cost vocational-technical programs for several reasons. There is reported to be adequate land available on campus for buildings and parking. The administration of Dundalk Community College is reported to be receptive to investigating the feasibility of such development. The Dundalk site would place the vocational-technical programs near a large occupational program student base. The site is also close to numerous large and small employers who would hire graduates from the program. This is not to say the other parts of Baltimore County do not offer large industrially oriented employment opportunities, although one of these areas, the southwest region, is also reasonably close to Dundalk.
2. The utilization of Dundalk for a centralized facility means permanency and ownership of facilities by the county without extra, expensive land acquisition. Long-range planning for new additional programs can be managed by expanding or modifying college owned facilities.
3. There would exist the administrative cohesiveness of occupational program administration of all programs with two options of college control. The first option could be similar to that suggested for the Arcade facility. The second option could be total operational administration as a unit under Dundalk Community College. Certainly, vocational-technical/

career students in such a center would ideally enjoy equal status with all other students on the Dundalk campus.

4. Dundalk offers the advantage that degree seeking students who need non-occupational courses to complete their requirements can obtain these on campus as in operational pattern B., decentralized, but advantageously different from operational pattern A., Arcade. Additionally, Dundalk can assist in economical effectiveness by offering technical support courses, such as math and science that might serve the needs of a larger, more diverse student body.
5. The advantages of single occupational center operation, including multiple use of laboratories and shops among all programs can be coupled with the advantages of other campus services, such as counseling, food services, and physical activities programs cannot be overlooked.
6. As in the decentralized operational pattern, both State and local funds could be available for construction or renovation of facilities on community college owned land.

Reviewing this operational pattern causes the planner to consider important advantages, such as available construction space, centralized cohesiveness of programs, closeness to major employers for placement and articulation, not the largest student mile travel calculation and the convenience to the student of a complete program at one location.

A disadvantage is that of less desirable geographical service to certain population centers. While this area contributes a relatively small percentage of the county occupational student body, the numbers are significant; and it is projected to be a major area of new home building in the future in the Master Plan, 1973-1983 for Baltimore County Community Colleges. This area which includes the Northwest corridor in Baltimore County is not seen to become a

significant center for medium and heavy industry as found in the eastern and southern parts of the county. However, there is no denying that the County Northwest, Liberty Road, Reisterstown area occupational students would be at the greatest disadvantage if the centralized facility were built at Dundalk.

D. Final statement on the three suggested operational patterns.

The Arcade facility or one similar in that north part of the county would be the first recommendation. It is available. Renovation could be made in much less time than construction could be planned elsewhere. A long term lease would be available but flexibility in this negotiation could be achieved to accomplish the desired term of contract if such were advantageous. The whole idea of a centralized facility could be tried without entering into permanent construction. Finally, it meets geographical accessibility requirements for all county populations in the most optimum way.

The Dundalk location for a new facility ranks a close second for the many reasons just reviewed in C, Program Centralization at Dundalk Community College. The main questions to be answered here are: does the county want to build or lease and how important is location with respect to all county population centers?

The decentralization pattern is, of course, "more of the same." Can expensive programs that have regional characteristics be developed by each of the colleges without creating geographical transportation problems of greater magnitude than now exist? This pattern remains an option to be considered after the previous two.

NOTE: A detailed report of the study is on file at the office of the State Board for Community Colleges.

APPENDIX E

EVALUATIONS AND RECOMMENDATIONS

SECRETARIAL SCIENCE AND HUMAN SERVICES PROGRAMS

GARRETT COMMUNITY COLLEGE

SECRETARIAL SCIENCE

GARRETT COMMUNITY COLLEGE

McHENRY, MARYLAND

CONSULTANTS

Mr. Kalman J. Vozar
Associate Dean, Business Technology
Prince George's Community College
301 Largo Road
Largo, Maryland

Dr. Robert Peters
Secretarial Education Department Head
University of Maryland
College Park, Maryland

Miss Barbara Beard
Secretarial Science Staff
Hagerstown Junior College
751 Robinwood Drive
Hagerstown, Maryland

BACKGROUND

Traditionally, a secretarial science program is among the most popular at the two-year college level. However, Garrett Community College has experienced extremely low enrollments, both full- and part-time, in the number of students seeking admission to the Secretarial Science Program since it began in September 1971.

Given the limited resources available, and prior to considering an increase in course offerings and staff, the College needs to determine whether or not the existing program is defensible.

The in-depth evaluation will provide the College with the kind of analysis it needs to determine the direction of the program.

The following areas are of prime concern to the College:

(1) Scope of course offerings
(2) Total student enrollments
(3) Enrollment potential
(4) Program completions
(5) Employment potential

UNIVERSITY OF MARYLAND
COLLEGE PARK, MARYLAND 20742

DIVISION OF HUMAN AND COMMUNITY RESOURCES
COLLEGE OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION

301/454-2021

RECEIVED
MAR 17 1976
DEAN OF COLLEGE

TO: Robert Trantham

FROM: Robert Peters
Kalman Vozar
Barbara Beard

DATE: March 15, 1976

The committee has the following recommendations for improving the secretarial program at Garrett Community College:

Administrative

1. Change the name of Secretarial Science to Office Occupations.

2. Hire two full-time staff members--one in Office Occupations and one in Business Management.

3. Seek support from State and Federal sources for a person to coordinate a Cooperative Office Education (COE) program.

4. Offer placement and counseling services to the students in planning their careers.

5. Business Education equipment should be utilized for Business Education purposes only.

Curriculum

1. Cease offering typing and shorthand on a one-night-a-week basis-- should be at least two evenings. Recommend 1 1/2 hours typing and 1 1/2 hours shorthand two evenings a week.
2. Eliminate legal and medical programs completely.
3. Offer Secretarial Management course as a mandatory finishing course. To include receptionist and telephone techniques, personality and human relationships, handling mail, personal grooming, travel arrangements. office design, career opportunities, etc.

cc: Dr. Jan W. Janssen
Dean of Students

SUMMARY OF RECOMMENDATIONS

1. Change terminology to reflect modern trends in business ("Basic" to Introductory, etc.).
2. Consider a vertical scheduling pattern.
3. Creation of a business advisory committee to aid in selling the concept of the co-op program.
4. Provide workshops for area business teachers.
5. Consider combining some required courses such as Business Communications and Oral Communications.
6. Staffing should consist of a full-time secretarial person and a full-time business management person.
7. Provide counseling services for business students.
8. Add an Introductory course in transcription to the curriculum.
9. Create a placement file for secretarial graduates.
10. Re-design the semester sequence of courses. Specifically, offer the skills courses during the first year.
11. Omit the medical and legal option of the program.
12. Investigate the feasibility of establishing a job bank.

Based on the study, the College has recommended that the existing program in Secretarial Science be continued. The College has appointed a full-time staff member in Secretarial Science to implement some of the needed changes in the program.

HUMAN SERVICES

GARRETT COMMUNITY COLLEGE

McHENRY, MARYLAND

CONSULTANTS

Dr. Enno Lohrman
Human Services Staff
Anne Arundel Community College
Arnold, Maryland

Dr. Sheldon Weinstock
Coordinator, Mental Health Program
Community College of Baltimore
Baltimore, Maryland

BACKGROUND

Garrett Community College initiated its Human Services Program in 1971. Due to limited industry in Garrett County, the College staff felt that it would be advantageous to provide a program geared to serve those individuals involved with various agencies dealing with social service, education, mental health, and early childhood programs.

During the first two years, students enrolled only on a part-time basis. Those being served by the program were social service workers, teacher aides, and head start teachers.

Enrollment, though still limited in number, included a small percentage of full-time students during 1974-75 which has continued during the 1975-76 academic year. Job opportunities, however, are still very much limited for new job seekers.

Given the limited resources available, and prior to considering an increase in course offerings and staff, the College would like to determine whether or not the existing program is defensible.

The in-depth evaluation is intended to guide the College in reviewing the service commitments as well as providing a basis for future staffing needs and course offerings.

The following areas are of prime concern to the College:

(1) Scope of course offerings
(2) Total student enrollments
(3) Enrollment potential
(4) Program completions
(5) Employment potential

Over a two-day period, the consultants had the opportunity to speak to several students currently enrolled in the Human Services Program, as well as a number of the College staff. It was also possible to meet with a few former students who had completed some specific course work related to their current employment as teacher aides, and social worker aides.

The following letters, submitted by the consultants, speak to the program in terms of strengths and weaknesses and appear to predict a successful future for Human Service at Garrett Community College.

ANNE ARUNDEL COMMUNITY COLLEGE

DIAL 647-7100

ARNOLD, MARYLAND
21012

March 29, 1976

Robert L. Trantham, Dean
Garrett Community College
McHenry, Maryland 21541

Dear Dean Trantham,

It was indeed a delightful opportunity for me to spend March 11th and 12th with you at Garrett Community College. I deeply appreciate your western-mountain hospitality and the chance to see first hand the different strides forward which your college is making. The sharing and insights acquired from Dr. Mitchell were also helpful to my thinking about the Human Services Curriculum here at Anne Arundel. Of course, I also enjoyed being together again with my colleague and friend from Baltimore Community College, Dr. Sheldon Weinstock.

As you suggested, Dr. Weinstock and I each have agreed to share some of our impressions of your Human Services Curriculum. We sincerely hope you and Dr. Mitchell will find these observations helpful for future planning.

One of the highlights of the two days was the Thursday afternoon meeting with your Human Services students. I noted that the larger number of students present were first year students with several second year students present who are ready for graduation. There was considerable "give and take" between first year and second year suggesting the kinds of openness, growth, and behavior change which occurs. It was important to me to observe how your students were able to identify the skills and services which they expect to provide for the unmet needs of troubled persons in Garrett County. Again and again students participating in that seminar expressed the important kinds of meaning which the Human Serviees Core Courses provide. It is apparent that the Courses being taught are having their desired effect. Students see themselves thinking and functioning more effectively as helping persons in interpersonal relationships.

The agency representatives with whom we met Friday morning corroborated what we heard from the students. The Health Department, Education, and the Federally Funded Headstart Program representatives all seek services which utilize the skills of the Human Services Graduate. Everyone realizes that there is a tight job market for all graduates at this time; yet, all representatives saw an important place for the two-year Human Services Generalist.

The agency representatives from Garrett County were all keenly aware of the tight job market, as we all are; yet, everyone seemed optimistic about the important kinds of skills and services which the Community College Human Services Graduate provides in today's complex society. There seemed to be approval for the concept of a two-year H. S. Curriculum.

In this connection there seemed to be a consensus that we need further study and clarification about job-titles and descriptions for the two-year college graduate. I was interested in hearing that the Garrett County Board of Education has approved a special job classification for your Instructional Assistant with sixty (60) semester hours of credit. We have tried unsuccessfully to achieve that kind of objective in Anne Arundel County.

At that Friday Morning Meeting, it was suggested that career ladder be developed which uses the classification of "SPECIALIST" I, II, and III.

SPECIALIST I = Instructional Assistant in Special Education with 30 semester hours.

SPECIALIST II = Instructional Associate in Special Education (For Handicapped Persons) which includes the Human Services Generalist with 60 semester hours in H. S. Curr.

SPECIALIST III = Instructional Associate with 90 semester hours of credit/training. This classification may not be needed now but is important in meeting the needs of the Specialist II who continues his ed.

As was stated in the Friday meeting the kind of job classification as suggested above will need to be developed through the Maryland State Board of Education (particularly through the office of the Assistant Superintendent of Special Education, Dr. McIntyre's Office). Personally, I would like to continue to pursue that objective also - for the benefit of other colleges as well as yours.

It was stated in our Friday meetings that there is a need to provide courses such as the Human Services Curriculum offers as "in-service credit" for the certified teacher. Such courses would assist teachers with their professional advancement even though they cannot be used for certification. Information in such courses would help teachers acquire further understanding of the Exceptional Child. Courses considered to be of special value in this regard include the following:

1. Introduction to Special Education.
2. Behavior Modification Principles.
3. A Course in Mental Retardation.
4. Special Learning Deficiencies.
5. A Course to examine the Emotionally Disturbed Child.
6. A Course in Child Growth and Development.

It was noted that the concept of "Developmental-Lag" is compounded in understanding the behavior of the Special-Ed. Child, and that 65% of the children with "Developmental-Lag" can be successfully treated when the "Lag" is identified.

As we discussed in our visit it is important that the director of a Human Services Curriculum be allowed released time from teaching to properly cultivate the many different aspects of the curriculum, especially the supervision of students as they move from one agency to the other , and the support and assistance of the community agencies where the students are placed. I think Dr. Mitchell agrees with this concept as I'm sure you do too. However, it is easy to ignore this important dimension of faculty staffing early in the life of the curriculum.

I hope this report is helpful, Dean Trantham. Please feel free to write or call me if there are questions or concerns which I have not included.

Sincerely yours,

Enno K. Lohrmann, Ph.D. Director,
Professor, Human Services Curr.

CITY OF BALTIMORE

WILLIAM DONALD SCHAEFER, Mayor

COMMUNITY COLLEGE OF BALTIMORE

DR. HARRY BARD, President

2901 Liberty Heights Avenue, Baltimore, Maryland 21215

April 17, 1976

Mr. Robert L. Trantham
Dean of the College
Garrett Community College
McHenry, Maryland 21541

Dear Robert:

Please excuse my lateness in writing you. My visit to Garrett County and your college was most pleasant due to the courtesy of yourself and everyone else connected with the college. I would especially like to thank Mrs. Russell who was so kind and attended so well to the details of the visit. Certainly, the community can be proud of the courtesy and considerations given by its citizens, particularly those at the college.

The purpose of my visit was to help you re-evaluate the Human Services Program. There were five areas of "prime concern:" 1) scope of the course offerings, 2) total student enrollment, 3) enrollment potential, 4) program completions, 5) employment potential. While each of these concerns is a separate issue, they do overlap, and it will be necessary to speak of them as aspects of one another.

A casual glance at the catalog list of offerings, along with knowledge of the college's enrollment and staff, indicates that a reduction in offerings is in order. Some of the listed courses have never been offered, e.g., H.S. 202, and college enrollment in general, and the human service program enrollment in particular, cannot support this impressive but unnecessary array of courses. A human service program, no matter its total enrollment, requires basic courses to protect its integrity and provide the student adequate preparation in those skill areas advertised as its special contribution. This goal might best be reached by a core group of courses emanating from several basic introductory and skill oriented courses, e.g., H.S. 100 Group Processes, H.S. 101 Introduction to Health Services, and H.S. 151 Practices and Techniques in Human Services. Any course beyond this could be interdisciplinary with specialized needs met by a particular placement, e.g., those students oriented toward early childhood education, doing field work in a nursery setting and those students oriented toward retardation, doing field work in a retardation center. The students could meet together in class from a multitude of areas and specializations and enrich each other in a blend

which would put into practice the current concept of the team approach. Students in the different speciality areas could have different projects and reading assignments. This approach might even be valid for H.S. 151. These students in H.S. 271 and 272 might meet a common period or two each week with H.S. 151 students and develop leadership skills, working as helpers to H.S. 151 students. They would meet independently as their own class also, but the class teaching load and total time would be reduced very possibly with an increase in overall teaching and learning effectiveness.

While your total enrollment figure full-time is not great and therefore reduces the potential drawing pull for the human services program (a reflection of the population of the county), there are several significant positive signs. The students in the program are very pleased with their studies and experiences, as well as their instruction, and particularly their relationship with Dr. Mitchell. Secondly, there are a great many persons being served on a part-time basis by the program. Not only are adults gaining inservice training but the community is also gaining by the increased ability of those serving it. Community leaders to whom I spoke were very enthusiastic about this aspect of the program. The area of inservice training, as well as the expansion of a program to retrain adults returning on a part-time basis, may be one of your most viable options for expansion, while maintaining the basic program temporarily and roughly at its present status.

Staffing is crucial here as one cannot go off into too many areas without adequate personnel and this involves money. Dr. Mitchell is both an excellent administrator and teacher, but it is doubtful whether she or anyone else can continue to fulfill alone (as the only full-time worker) the great number of roles and tasks she has as the number of students and programs increase. I am not ignoring your limited pool of high school students as the program seems to be tapping persons of various age and expanding in the area of updating existing workers' skills. As this trend increases, program completions are likely also to increase. Visible proof of this will require time, and experience indicates an accumulative effect. As more people complete the program and are employed, more are motivated to complete, and, indeed, even find it necessary to do so.

Another apparent contraindication can thus be explained. The employment potential of human service program graduates depends to a considerable degree on the availability of such workers. The community does not as a rule create jobs for non-existent workers. As the graduates appear and can demonstrate competence in their particular areas and at a lower total cost than four year personnel, the demand for their services increases.

Verbal statements of community leaders to whom I spoke in Garrett County, and national statistics, indicate considerable need now and in the forseeable future for competent human service workers. The availability of an adequate number of such workers and even more of the funds to pay for such workers is not so predictable. This is the area where the college and the student must take a risk in the present if they are to be prepared for the future.

Let me say again, I was most impressed by everyone I met involved with the program and the college. Your treatment of me and my welcome as an evaluator was more than I could have anticipated. I feel if the treatment I received was a sample of the model human services program students have to follow, they will be as impressive in the future as were the present students I met, and that their service to the citizens of Garrett County will more than live up to expectations.

Thank you again for giving me an opportunity to look at your program with you. Under separate cover, I am sending Dr. Mitchell copies of our own mental health technology curriculum, our early childhood education curriculum and the human service curriculum (social welfare assistant program).

Sincerely,

Sheldon D. Weinstock

Sheldon D. Weinstock, Ph.D.
Coordinator of Mental Health
Technology

SDW/mhw
cc - Dr. Lillian Mitchell

SUMMARY OF RECOMMENDATIONS

1. The director of the program must have the opportunity to work closely with community agencies.
2. Organized field experience must be a strong part of the program.
3. Consider hiring one of our recent graduates to supervise field study experience.
4. Courses should be presented in semester sequence in the College catalog.
5. Conduct a review of existing courses. There appears to be an overlap and perhaps some could be discontinued.
6. Provide fewer options to the program.
7. Provide broader electives, especially in the option area.
8. Create a career ladder based on hours completed.

On the basis of the study, the College feels the program is defensible and recommends its continuation.

APPENDIX F

THE STUDY OF THE MODEL FOR THE EVALUATION

OF CAREER PROGRAMS IN THE COMMUNITY COLLEGES OF MARYLAND

HARFORD COMMUNITY COLLEGE

HARFORD COMMUNITY COLLEGE

THE STUDY OF THE MODEL FOR THE EVALUATION OF CAREER PROGRAMS IN THE COMMUNITY COLLEGES OF MARYLAND

DR. THOMAS D. SEPE

MR. JAMES D. TSCHECHTELIN

MAY 17, 1976

Purpose of the Study

In 1971 the State Board for Community Colleges and the Division of Vocational-Technical Education of the Maryland State Department of Education jointly appointed a committee charged with developing a system of evaluation for post-secondary career programs in Maryland. The Committee was charged with developing an evaluation model that would "...take cognizance of local program objectives and priorities, and should also complement and capitalize on existing inhouse evaluation design." After more than two years of research and deliberation, the Committee completed its task. The results of the Committee's efforts were endorsed by the State agencies and published in May 1974, A System for the Evaluation of Career Programs in the Community Colleges of Maryland.

In April 1975, the State Board for Community Colleges approved and funded a pilot investigation of the implementation of the model by Harford Community College. The purpose of the study was to apply the concepts of the first part (Level I) of the model ex post facto to the College's career programs in order to examine the application of this evaluation model.

The evaluation model consists of two component parts, Level I and Level II. Level I serves a basic monitoring function, monitoring basic data which it was assumed the institutions routinely collect. These indices are also used in the State Board for Community College program proposal manual to produce program objectives at the time of program development. The evaluation process under Level I takes place through a comparison of the data collected annually by the institution against the predetermined program objectives established through the

program proposal process.

Level II of this model, a much more intensive self-study evaluation process, requires an indepth examination of the components of a career program. This level of evaluation is called for only when the results of the annual Level I process have produced discrepancies between the annual data and projected program data of sufficient size to warrant this major effort.

Procedures

Level I of the evaluation model proposed nine indices to be monitored. Since one of the basic assumptions of the model was to use data which was easily available and routinely collected by community colleges, these indices were reviewed in light of data that could be readily obtained at Harford. As a result, six of the nine indices were selected for use in this study. They were the following:

1. Enrollment
2. Completions
3. Completions working in field of training
4. Early leavers with marketable skills
5. Salary levels of completing students
6. Community/employer evaluation

Data available from the DVTE graduate follow-up and S.B.C.C. state-wide follow-up surveys for the entering classes of 1970 and 1971 were collected and reviewed in comparison to the data required in the evaluation model. Since employer evaluation information was not available, a questionnaire was developed using the model in the Committee's final report as a base. Employers of the graduates who had given permission for such an evaluation on the D.V.T.E. follow-up studies were surveyed.

A second major data deficiency was the lack of appropriate program objectives. Since the programs under study were approved between 1959 and 1969, no program objectives had been required of the type and level of specificity necessary in current program proposals. In order to overcome this deficiency, Division Chairmen and others responsible for the career programs under study were asked to provide these data. While this ex post facto approach to program objectives had some obvious weakness, the process was not unlike the one required of proposers of new career programs and therefore provided some valuable insights into this process.

The data gathered through these processes are provided in the Appendix. Since the primary purpose of the study was to examine the evaluation model, these program data were provided for reference in examining the typical outputs of the evaluation model and as background to the results and conclusions of the study. *NOTE: The Appendix is available on request from the SBCC.*

Results

The experience of implementing the evaluation model has resulted in the formation of a number of conclusions regarding the evaluation model, and the sources of data which provide the input for the model.

(1) The foundation of the evaluation model, while on a solid theoretical base, is hampered by the constraints of the real world. The key to Level I is the comparison of annual data to previously determined goals. The model suffers from the practitioners' inability to produce these two types of data at a level of sophistication required for the successful operation of the model. The

establishment of program goals (enrollments, completions, etc.) in reality is very much of a crystal ball process. Given the widely recognized inaccuracy of manpower data, the knowledge that student enrollment trends are difficult to assess, and the realization that student transfer, drop-in and drop-out syndromes and other unpredictables effect program enrollments, it is no surprise that program planners approach the goal setting exercise with great caution. The objective appears to be to project data that is (1) within the ball-park of what the best data dictates, (2) has face validity for all those who will review the proposal and (3) represents the lower limits of the acceptable range. The lower limit is typically used by the prudent program manager since non-success is measured by data falling below the goal while no rewards are given for surpassing the mark. Therefore, it appears that goal setting for career programs has little valid frame of reference to assist program managers in setting accurate objectives not to assist those who review program proposals and performance.

(2) Aside from the goal setting process, the next most critical aspect of the evaluation model is the generation of data to reflect the program's performance. Not necessarily through any fault of these survey procedures, the return rate of these surveys falls in the typical and expected range of 30-45%. With such return rates the data is tenuous at best and conclusions

or actions based on these data could be suspect. Therefore, until the level of return improves, the program managers will undoubtably have limited confidence in the data produced. In addition, at Harford, for example, the small number of completions in some programs which, even with high return rates, resulted in limited data that could not support the drawing of conclusions.

(3) The two primary sources of data for the evaluation model were the DVTE's graduate follow-up survey and S.B.C.C.'s state-wide follow-up surveys. While each is valid, they are significantly different in their approach, a difference which is important. The DVTE survey collects data on students who "complete" their program soon after completion, regardless of when they may have entered the program. On the other hand, the S.B.C.C. follow-up tracks a "class" of students from entry at a given year and surveys them 3 1/2 years after entry. By the very nature of these two approaches the groups of students captured by these surveys will undoubtably be different. Therefore, the data will reflect these differences. Attempts to integrate the data into a congruent picture of the program's functioning will likely result in an invalid assessment.

(4) Level I of the model calls for data reflecting program completions. While it is clear that the model attempts to break away from establishing graduates as the sole valid measure of successful program output, it

was the experience of this study that coming to grips with a useful definition of the term which could be easily applied was difficult. The validity of considering more than just graduates of a program as the measure of success was clearly in evidence by the data produced regarding job placement of early leavers. As Table 4 illustrates, 53.3% of the early leavers were placed in jobs related to their field of study.

(5) The indices of program functioning suggested in the model apparently omits one of the central sources of information--the students. The S.B.C.C. follow-up survey contains two items related to this area, and it is suggested that a measure of student reaction to the programs such as these be included in the evaluation model. The student evaluation data is provided in Tables 7 and 8.

(6) If the evaluation model is to be employed, using existing sources of data, there is a critical need to bring these three documents into closer harmony. Beyond the problem cited in #3 above, there exists some discrepancies among the data requirements of the evaluation model, the S.B.C.C. follow-up survey, and the DVTE follow-up survey which must be resolved in order that data congruent with the needs of the model are provided. For example, the evaluation model calls for data regarding program completions who have been employed in their field of training. The DVTE survey produces such data, but the S.B.C.C. program manual does not require the establish-

ment of program goals in this area. Therefore, no criteria exists against which to judge these data.

Recommendations

The evaluation model was clearly a step in the right direction. As currently constructed, it falters not from a faulty theoretical base, but from (1) data requirements of a specificity and accuracy unequal to our ability to respond and (2) some lack of congruence with the data input sources. In the case of the latter, while no small problem, it is a deficiency which can be remedied.

In the case of the former deficiency, the use of headcount objectives for such indices of completions, employment and the like, implies that (1) we are capable of projecting with a high degree of accuracy, and (2) the state of the art of follow-up research can find the true number in each of the program indices.

As an alternative to the indices proposed in the evaluation model, it is suggested that a five-test model of less specificity be considered as a substitute for the Level I evaluation. It is proposed that each year career programs be subjected to the five tests.

1. Enrollment: Is enrollment stable or growing?
   For a new program, the third year enrollment objective would be set by finding the number needed to meet the cost test below.
2. Achieve Objective: Do at least ____ percent of the students state that they achieved their educational objective 3 1/2 years after entrance?
3. Graduation/Completion: Have at least ____ percent of the students graduated/completed 3 1/2 years after entrance?

4. Employment: Are at least ____ percent of the students employed full-time in their trained field 3 1/2 years after entrance?
5. Cost: Is the cost per FTE student less than ____ percent of the income produced per FTE student in the program?

The percentages would be established at the time a program is proposed and would be used as the criteria. If a career program fails any one of the tests, a more detailed investigation would be called for, similar to Level II of the evaluation model.

This proposed modification also introduces a significant and potentially controversial element, the relationship of program costs to program FTE enrollments. Since program enrollments generate income, it seems natural to use program costs as the frame of reference when considering the projection of enrollment needed in a new program. This is not to suggest that each program must pay its own way. What is suggested is that the College's management retains the responsibility and authority to set the amount of deficit it will allow in any one program before close examination of the program is warranted. While it is understood that the area of costing requires considerable more study and attention, the inclusion of program costs in relationship to the source of program income seems a reasonable objective.

In summary, Level I of the evaluation model as presently constructed, is not totally suitable for implementation. Since the time that the model was developed, changes and improvements in the data collecting processes at the State level have occurred. If Level I of the model is to be viable, efforts must be taken to rectify the discrepancies cited in this study. The question of the level of

specificity of data is one which must be faced realistically if any evaluation model is to accurately perform its positive mission.

APPENDIX G

EVALUATION

MEDICAL ASSISTANT PROGRAM

MONTGOMERY COMMUNITY COLLEGE

Takoma Park Campus

PROGRAM EVALUATION REPORT

Medical Assistant Program

Takoma Park Campus

Third Year

1975 - 1976

Prepared by

Christine M. Licata

Program Coordinator

THIRD YEAR

EVALUATION REPORT OF THE

MEDICAL ASSISTANT PROGRAM

When the Medical Assistant Program was approved by the Board of Trustees of Montgomery Community College, it was with the stipulation that there would be "an annual follow-up and evaluation study of the curriculum... after each of the first five years that the curriculum was offered." This report contains the results of the evaluation conducted at the close of the program's third year, 1975-1976.

The quantitative factors included are: matriculations, course enrollments, graduates, job placements and career advancements. The qualitative factors taken into consideration are: students' evaluation of training, physicians' evaluation of training, graduates' evaluation and assessment by college administration and faculty directly involved with the program.

I. QUANTITATIVE ANALYSIS

Matriculation

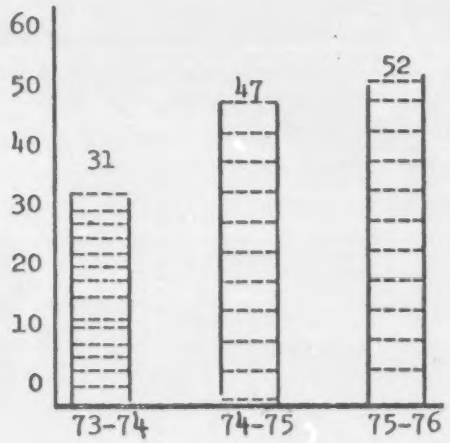
At the onset, the minimum number of matriculants necessary to offer the Medical Assistant Program in the third year was set at 30. The official matriculation at the end of the third week for Fall 1975 was 50 and for Spring 1976, 52. This is an average of 51 students, well above the minimum of 30. The full- and part-time student matriculations are shown in Table I.

TABLE I

THIRD YEAR MATRICULATIONS
IN THE
MEDICAL ASSISTANT PROGRAM

STATUS	MATRICULATION		TOTAL	3rd YEAR PROJECTED	DISCREPANCY FROM GOAL
	DEGREE	CERTIFICATE			
Full-Time	21	16	37		
Part-Time	8	7	15		
TOTAL	29	23	52	30	+22

It is interesting to note the matriculation growth for the first three years of the program.



It was the aim of the college to keep matriculations in academic year 75-76 to approximately 50 students. Gradual increases will be implemented in the academic years 76-77 and 77-78 to approach an upper limit of approximately 70-75 students.

Course Enrollment

In each specialized course, the minimum enrollment established was 15 students. During the 1975-76 academic year, eight such courses were taught. One course, PY 104 (Psychology of Interpersonal Behavior) has a total enrollment of 27 students which were divided into two sections. The objectives and criteria of this course could be adequately met only if class size did not exceed 15. Thus, two sections were needed. The average in the other seven courses was 24.6 students. Thus, the discrepancy between the established criteria of 15 and the actual course enrollment was well within an acceptable range.

Table II demonstrates the enrollment statistics for each of the eight specialized courses.

TABLE II

SECOND YEAR SPECIALIZED COURSE ENROLLMENT
IN THE
MEDICAL ASSISTANT PROGRAM

SPECIALIZED COURSES	FALL 1975	DISCREPANCY FROM 15	ENROLLMENT SPRING 1976	DISCREPANCY FROM 15
Introduction to Laboratory Techniques (ML 103)	28	+13		
Medical Law & Ethics (ST 109)	40	+25		
Medical Terminology (ST 228)	55* (2 sections)	+25		
Psychology of Interpersonal Behavior (PY 104)			27 (2 sections)	-3
Medical Assisting Procedures (NU 104)			27	+12
Medical Office Procedures (ST 110)			20	+5
Machine Transcription II (ST 132)			27	+12
Medical Assistant Practicum (ST 124)			22	+7

*ST 228 did enroll Radiation Technology students in addition to Medical Assisting students.

Graduates

Between August 25, 1975 and August 15, 1976, twenty-four students will have graduated from the Medical Assistant Program. When one compares this to the six previously projected by the college, a 400 percent increase over the projected figure must be noted. Table III outlines the graduates according to degree, certificate, and data received.

TABLE III

THIRD YEAR GRADUATES

OF

MEDICAL ASSISTANT PROGRAM

GRADUATE STATUS	JANUARY '76	MAY '76	AUGUST '76	PROJECTED	DISCREPANCY FROM GOAL
Degree	1	-	4	4	+1
Certificate	-	1	18	2	+17
Total	1	1	22	6	+18

Graduate Follow-up

a. Job Placements

A graduate follow-up study was conducted in February 1976 by the Medical Assistant Coordinator. A questionnaire, sent to all the graduates of the program at Montgomery College, yielded the following information.

TABLE IV

GRADUATE EMPLOYMENT SURVEY
FOR
MEDICAL ASSISTANT PROGRAM

DATE OF GRADUATION	NO. OF GRADUATES	NO. OF RESPONSES	NO. SEEKING WORK	NO. EMPLOYED IN FIELD	PROJECTED EMPLOYMENT	DISCREPANCY FROM GOAL
August '74	6	6	6	6 (100%)	90%	+10%
Jan-Aug 75	21	16	15	15 (100%)	90%	+10%
January '76	1	1	1	1 (100%)		
	28	23 *	22	22		

* Five graduates did not respond by mail. A telephone follow-up was conducted successfully to four of these five students. Through this communication, the following information was obtained.

3 graduates	--	Attend college (Allied Health area)
1 graduate	--	Enlistee in U.S. Army (Operating Room Technician)
1 graduate	--	Unable to contact (No Telephone)
5	--	Total Missing Responses

The results of this survey indicate that of all the graduates responding and seeking employment, 100 percent are working in their field. This represents 100 percent job placement for the graduates. The original projection estimated the minimum number of job placements to be 90 percent of graduates. Placements, therefore, are well above expectations.

Graduate Follow-up, continued

b. Career Advancements

In addition to job placement, the questionnaire also sought to determine the number of career advancements. Carecr advancement is defined as any one of the following: increase in salary, increase in fringe benefits, promotion, new job title, or additional responsibility.

The number of career advancements projected during the first year of employment was to be 50 percent of the graduates taking employment in any given year.

Table V demonstrates the actual number of advancements.

TABLE V

CAREER ADVANCEMENTS
FOR
MEDICAL ASSISTANT GRADUATES

Date of Graduation	No. of Graduates Seeking Employment	No. Employed in Field	No. of Career Advancements	Projected Goal	Discrepancy from Goal
August '74	6	6	4 (66.6%)	50%	+16.6%
Jan-Aug '75	15	15	10 (66.6%)	50%	+16.6%
	21	21	14		

It can easily be seen that about 2/3 of the graduates have had some type of career advancement. This percentage exceeds the projected figure adequately.

c. Salary Range

Based on salary disclosures from 19 of the 23 respondents or 82%, the mean salary per week is $ 153.42. Translated into yearly income, it amounts to $8,008.00 per annum.

Employers Evaluation of Graduates Training

Each year, the Office of Institutional Research conducts an employer survey for recent Montgomery College graduates. The report published this year encompassed the graduates from January and May 1974. Since the first Medical Assistant class graduated in August 1974, they were not included in this survey but will be included in next year's.

II. QUALITATIVE CRITERIA

In the original curriculum proposal approved by the Board of Trustees, the data for evaluating the Medical Assistant Program qualitatively was to be obtained from the responses of students, graduates, and physicians to questionnaires designed to measure the extent to which the educational and occupational objectives of the program have been met. These responses follow.

Physicians' Evaluation

Following the Summer 1975 Practicum, each participating physician was asked to evaluate the student trainee's performance on 29 clerical and 32 clinical procedures. Sixteen of the seventeen physicians involved, or 94 percent responded.

Approximately 53 percent of the responses to applicable items fell in the "well qualified" column and approximately 46 percent fell in the "adequately qualified" column. A composite of the questionnaire responses is included in Appendix A.

It is evident from the percentages that the physicians viewed the students' training at Montgomery College to be successful in preparing the student for a job as a medical assistant.

Students' Evaluation

Likewise, each participating student in the 1975 Summer Practicum also evaluated his training on the same 29 clerical and 32 clinical procedures. All of the students involved, or 100 percent, responded to this questionnaire. Approximately 88.6 percent of the respondants felt "well or adequately qualified" for each procedure listed.

A composite of the questionnaire responses is included in Appendix B.

It is important to note that any procedure which received a "poorly qualified" rating from either a student or physician was directed to the faculty member involved with the instruction of that procedure. In some cases, course content and objectives were modified or changed to help avoid this in the future.

Graduates' Evaluation

As stated previously, a graduate follow-up was conducted during the past year. In addition to providing quantitative data, this questionnaire also sought to provide qualitative feedback. These qualitative questions and responses follow:

Appropriateness of Training

1. Did your training at Montgomery College equip you to be productive at an entry-level job as a medical assistant.

Yes	18
No	5
Failed to Answer	0

If NO, why not? More practice on EKG, Venipunctures, and common medications needed.

Thus, seventy-eight percent of the graduates or 18 out of 23 felt their training to be worthwhile.

Graduates' Evaluation, continued

Ability to Advance

2. Did your training at Montgomery College equip you to advance to a position of increasing responsibility after a reasonable amount of experience?

Yes	17
No	4
Failed to Answer	2

If NO, why not? " Started at the top."

In this area, 73.4 percent of the graduates felt their training helped equip them for job advancement.

Opportunity for Further Study

3. If you desired to further your study, has your training provided a comprehensive foundation for such study?

Yes	18
No	3
Failed to Answer	2

If NO, why not? "There is no place to go after graduating as a M.A."

Again, 78 percent felt their training could lead to further study.

It can generally be said that about 75 percent of the graduates related a very positive feeling about their training at Montgomery College. Not only did they indicate that it adequately prepared them for an entry level job as a medical assistant but also provided a basis for advancement and further study.

III. SUPERVISORY ASSESSMENTS

Reports from key personnel involved with the progress of the Medical Assistant Program follow.

PROGRAM COORDINATOR

As the Medical Assistant Program now approaches the close of its third year, I feel the quantitative and qualitative statistics outlined in the first part of this report, clearly indicate the unquestionable success of the program. Student matriculations, course enrollments and numbers of graduates, presently exceed all expectations and projections. But, more importantly, the Montgomery County medical community has heartily endorsed and enthusiastically employed our graduates. In this academic year alone, 45 requests have been received from area physicians to fill part-time and full-time vacancies in medical offices. This certainly bears witness to the fact that the College is recognized as training highly qualified individuals who have proven themselves invaluable to the practicing physician.

The College also has approximately 37 affiliating physicians who participate in the practicum phase of training. In working with these physicians, it becomes obvious to me how very impressed and pleased the doctors are with the students' preparation. A long-awaited need is being filled.

The Advisory Committee's contributions this year have been substantial. The Lab Techniques Course syllabus was reviewed and restructured; the graduate questionnaire was redesigned; approval was enthusiastically given to begin the AMA-AAMA accreditation process; and two curriculum proposals were studied and approved.

Perhaps, one of the greatest program achievements this year has been the work begun on AMA-AAMA accreditation application. It is anticipated that the application will be completed this summer and a fall visitation is expected. If approved, Montgomery College would be the first college on the East Coast to be so recognized.

Program Coordinator, continued

In looking to the fall, it appears that approximately 60 students will matriculate. The program continues to be exceedingly attractive to both high school graduates and the mature, married woman looking for a career outside the home. Students continue to perform well academically. At the end of the Fall semester, 30 percent of the Medical Assisting students were named to Dean's list; at the end of the Spring semester, 40 percent were named.

This program is sound in structure, matriculations, community response, and graduates' success. It is, therefore, with both pride and enthusiasm that I recommend this program to be <u>permanently</u> established at Montgomery College

Christine M. Licata

Christine M. Licata, Coordinator
Medical Assistant Program

ADVISORY COMMITTEE

The Medical Assistant Advisory Committee would like to recognize the continuing success of this program. A high quality of education has been consistently demonstrated to us through reports from physicians, students and graduates. Moreover, the employment rate has been remarkable and at present closely approximates 100 percent.

The program certainly has met its established goals and has surpassed the expectations of many. Upon AMA-AAMA accreditation, Montgomery College will assume a very important position on the East Coast.

Mrs. Licata makes working with the College a pleasure. We follow with interest the progress of the students and the progress of the campus redevelopment.

We feel the program has made a substantial contribution to the health field, and we are most happy and proud to be associated with it.

It receives our heartiest endorsement for permanent approval.

Suzanne C. Earley

Suzanne C. Earley, B.S., M.T
Chairman

In concert with:
Harold Hirsh, M.D.
Robert Katz, M.D.
Steve Lipson, M.D.
Marsha Monks
Alfred Muller, M.D.
Richard H. Pollen, M.D.
Dorma Schnurr, CMA
Sandra Shankel
Joan Smith
Margaret Snow, M.D.

APPENDIX H

MARYLAND COMMUNITY COLLEGE

READING ASSOCIATION CONFERENCE

MARYLAND COMMUNITY COLLEGE

READING ASSOCIATION CONFERENCE

The Maryland Community College Reading Association Conference, held October 9 and 10, 1975, was designed to provide a forum for Developmental Reading faculty members in community colleges and their counterparts in the respective county school systems to share common concerns and problems and to generate new ideas in the instruction of developmental reading.

Essentially, the areas of concern centered about identifying and placing of students in Developmental Reading and outlining effective methods and materials in teaching reading to young adults and adult citizens of Maryland.

The Maryland Community College Reading Association exists as a viable, unified resource organization which affords Community College Reading Professionals the opportunity to increase State awareness of the availability of Reading Programs and related services at the postsecondary level; furthermore, it is anticipated that the contributions of this organization will have an impact on the total reading program at the State and local levels.

The members of the MCCRA mandate the following positions:

1. That the Community College Reading Professionals are acutely aware of adult reading abilities and disabilities and have the necessary experience and expertise to diagnose and prescribe procedures, methods, and techniques for reading improvement. Consequently, functional, practical, and pedagogically sound programs can be presented to the State.

2. That because of the uniqueness and commonality of the programs and problems of community colleges, the MCCRA will not affiliate with any other organization on the State or national level.

3. That a lack of representation of Community College Reading Professionals at the State level has precluded opportunities to make valuable contributions to the total reading program in the State of Maryland.

4. That there is presently no organization through which Community College Reading Professionals can present a viable and unified position on postsecondary reading programs and services.

5. That there should be a cohesive vehicle whereby ideas and materials can be shared by Community College Reading Professionals throughout the State.

Speakers at the conference and their topics were:

"History of the MCCRA" - Carl Henderson
Harford Community College
Bel Air, Maryland

"Reading in Proper Perspective" - Billy M. Guice
Professor of Education
Florida State University

"Remedial Language Therapy" - Roger E. Saunders
Clinical Psychologist
Baltimore, Maryland

"Innovations in College Reading Programs for Adults"
- Patricia Buck
Catonsville Community College
Baltimore County, Maryland

"Differential Staffing in the Reading Program" - Ann Marie Zalewski
Howard Community College
Columbia, Maryland

"International Students in the Reading Program"
- William H. Walcott
Montgomery Community College
Rockville, Maryland

"Using Lectures in Reading Class" - Roberta Gribbon
Chesapeake College
Wye Mills, Maryland

Presentations were given by the following community college administrators:

John E. Ravekes, President,
Dundalk Community College
Baltimore County, Maryland

Kenneth W. Oosting, President
Harford Community College
Bel Air, Maryland

John Kingsmore
Dean of Instruction
Dundalk Community College
Baltimore County, Maryland

William J. O'Connor, President
Cecil Community College
North East, Maryland

NOTE: A complete report of the proceedings of the Reading Conference may be obtained from the State Board for Community Colleges.

MARYLAND COMMUNITY COLLEGES

Allegany Community College
Cumberland
W. Ardell Haines, President

Anne Arundel Community College
Arnold
Robert P. Ludlum, President

Community College of Baltimore
Baltimore City
Harry Bard, President

Catonsville Community College
Baltimore County
B. A. Barringer, President

Cecil Community College
North East
William J. O'Connor, President

Charles County Community College
LaPlata
J. N. Carsey, President

Chesapeake College
Wye Mills
Robert C. Schleiger, President

Dundalk Community College
Baltimore County
John E. Ravekes, President

Essex Community College
Baltimore County
Vernon Wanty, President

Frederick Community College
Frederick
Lewis W. Stephens, President

Garrett Community College
McHenry
Alfred C. O'Connell, President

Hagerstown Junior College
Hagerstown
Atlee C. Kepler, President

Harford Community College
Bel Air
Kenneth W. Oosting, President

Howard Community College
Columbia
Alfred J. Smith, Jr., President

Montgomery Community College
Rockville, Takoma Park, Germantown
William C. Strasser, President

Prince George's Community College
Largo
Robert I. Bickford, President

Wor-Wic Tech Community College
Salisbury
Arnold H. Maner, President

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